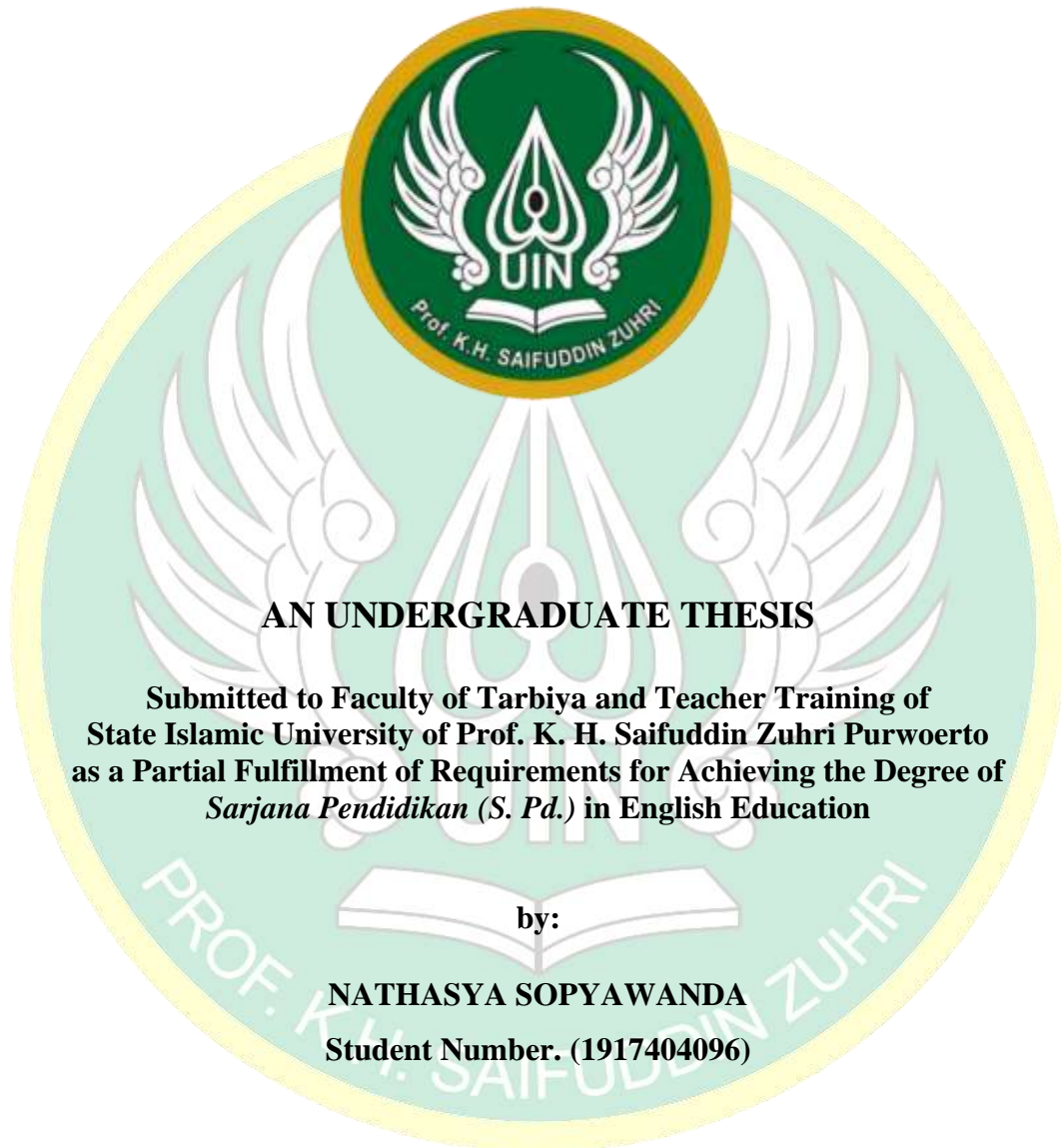# THE IMPLEMENTATION OF COOPERATIVE LEARNING
AS A STRATEGY IN TEACHING SPEAKING
AT SMP NEGERI 1 CISAYONG, TASIKMALAYA REGENCY

AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University of Prof. K. H. Saifuddin Zuhri Purwoerto
as a Partial Fulfillment of Requirements for Achieving the Degree of
Sarjana Pendidikan (S. Pd.) in English Education**

by:

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PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2023**

STATEMENT OF ORIGINALITY

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Study Program : English Education Department

Faculty : Tarbiya and Teacher Training

Declare that this script entitled **"The Implementation Of Cooperative Learning As A Strategy In Teaching Speaking At Smp Negeri 1 Cisayong, Tasikmalaya Regency"** is entirely my research or my own work. I conducted this research with the assistance of suggestions and sources acknowleged. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If there is any claim in the future about this research, I would be responsible for clarification.

Purwokerto, June 23, 2023

Nathasya Sopyawanda

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APPROVAL SHEET

This thesis, entitled:

THE IMPLEMENTATION OF COOPERATIVE LEARNING AS A STRATEGY IN TEACHING SPEAKING AT SMP NEGERI 1 CISAYONG, TASIKMALAYA REGENCY.
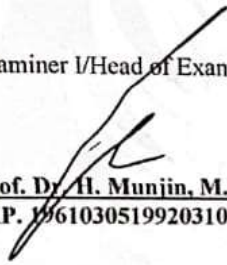
Written by Nathasya Sopyawanda (Student Number 1917404096) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on 03 July 2023 and declared qualified for achieving the Sarjana Pendidikan (S.Pd) Degree.
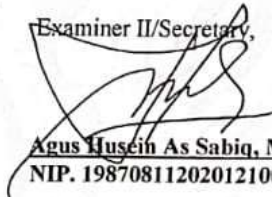
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in

Purwokerto

Assalammu'alaikum Wr. Wb.

After conducting guidance, review, direction, and correction, I convey that:

Name	: Nathasya Sopyawanda
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Study Program	: English Education
Faculty	: Tarbiya and Teacher Training
Title	: The Implementation of Cooperative Learning as A Strategy in Teaching Speaking at SMP Negeri 1 Cisayong, Tasikmalaya Regency

I recommended that the thesis has been able to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / an Undergraduate Degree in English Education.

Wassalammu'alaikum Wr. Wb.

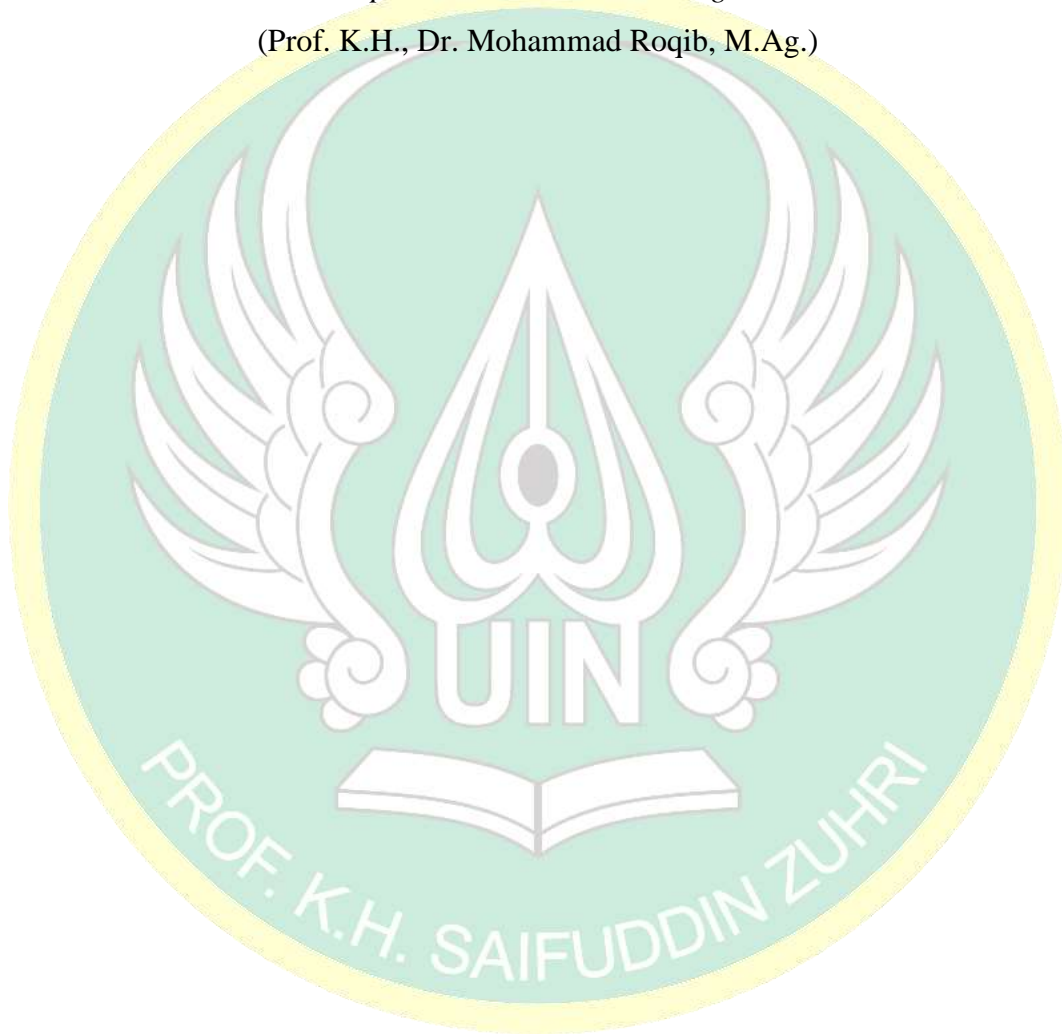Purwokerto, 23th June 2023
Supervisior,

Prof. Dr. H. Munjin, M.Pd.I
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MOTTO

You can if you think you can

Failure is success delayed

"*Hidup pasti ada konsekuensiya dalam bentuk apapun*

Hidup harus berani untuk bahagia"

(Prof. K.H., Dr. Mohammad Roqib, M.Ag.)

DEDICATION

I dedicate this study to my beloved parent, my father (Agus Nyoto) and my

mother (Nurhasanah Sopiania, S.H) who always support me in every situation.

Thanks for the prayers and spirit.

It is for my brother, Raisyal Diaz Gustiar.

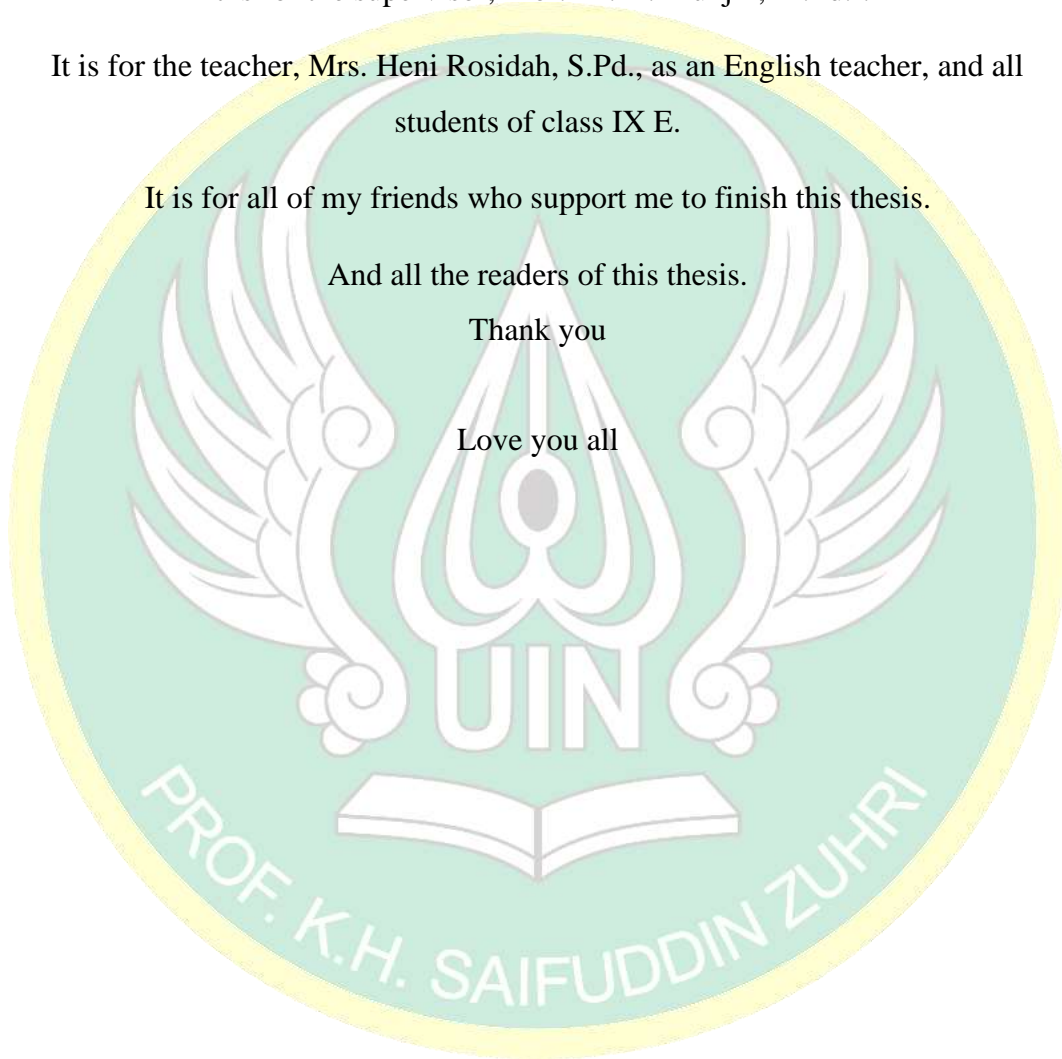It is for the supervisor, Prof. Dr. H. Munjin, M.Pd.I.

It is for the teacher, Mrs. Heni Rosidah, S.Pd., as an English teacher, and all

students of class IX E.

It is for all of my friends who support me to finish this thesis.

And all the readers of this thesis.

Thank you

Love you all

ACKNOWLEDGMENT

First of all, I thank Allah SWT, the almighty who has been giving mercy and blessings until I was able to complete the thesis entitled "The Implementation of Cooperative Learning as A Strategy in Teaching Speaking at SPM Negeri 1 Cisayong, Tasikmalaya Regency."

This script is the thesis that has been proposed to the State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto as partial fulfillment of the requirement for obtaining a scholar degree in education (S. Pd).

Throughout the development of this thesis and for as long as the writer has been studying at Prof. K.H. Saifudin Zuhri Purwokerto State Islamic University, the writer has received many directions, motivation, assistance, and guidance from a variety of sources. Thus, in this chance, the writer will convey gratefulness and award as high as possible to honorable.

1. Dr. Suparjo, M.A., as the I Deputy Dean, of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
2. Prof. Dr. Subur, M.Ag., as the II Deputy Dean, of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
3. Dr. Sumiarti, M. Ag., as the III Deputy Dean of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
4. Dr. Maria Ulpah, M.Si., as Head of Tadris department of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
5. Desi Wijayanti Ma'rufah, M.Pd. as Head of English Education Program of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
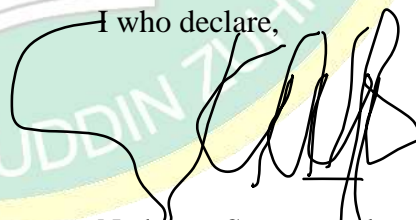
15. All friends of KKN Group 13, PPL Group 23, *KESEBELASAN* and all participants who have given me support and motivation that I cannot mention individually, may Allah bless you.

16. Especially, for Shilpa Fadhillah Azzahra, S.Pd., Nida Nurfauziah, and Gina Nurusifa as my partner from ancient times onwards who was always beside me in every situation.

17. Special people, Irgi Salma Anita, Hilda Ariyani, Lailatus Sholihat, Rahma Halimatus Sa'diyah, Anjum Juhriya, Resfi Nurul Tathira, S.KM., Septy Faiqotul Amany, S.Pd., Faqia Syifaullinas, S.H., Risa Samrotul Fuadah, S.H., Siti Ngaqidatul Qomariyah, S.E., Aprilia Farahita, S.E., Tsani Umami, S.Sos., and all friends whom I cannot mention one by one who helps me stay mentally safe and has helped in the process of working on this thesis.

Finally, this thesis is hoped to be able to provide useful knowledge and information for the readers although the writer realized that this thesis has weaknesses and is still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

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Purwokerto, June, 23 2023

I who declare,

Nathasya Sopyawanda

S.N. 1917404096

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THE IMPLEMENTATION OF COOPERATIVE LEARNING
AS A STRATEGY IN TEACHING SPEAKING
AT SMP NEGERI 1 CISAYONG, TASIKMALAYA REGENCY

NATHASYA SOPYAWANDA

S.N. 1917303096

ABSTRACT

Speaking plays a principal role in life and the surrounding society because it is used for daily communication. Speaking means the act of thinking about communication, sharing ideas or opinions, and how to express and discuss the topic with others. But, several obstacles to speaking cause a lack of social interaction, such as persistent poor grammar, ambiguous vocabulary, or mispronunciation. It undermines students' confidence and motivation to speak English. Besides that, other obstacles happened to students, such as anxiety, shyness, lack of interest, fear of being wrong, low participation, and lack of motivation. Hence, teachers need several learning strategies for teaching speaking English. One of strategy is cooperative learning. Cooperative learning has a massive positive impact on students' learning process environment. It enhances productivity and improves their knowledge. This research used a qualitative approach. The researcher has collected the data by examining documents such as lesson plans, paper tasks, and assessment rubrics for English classes, observing behavior with field notes and observation checklists, and conducting interviews with a participant sample. The purposes of this research were two, to describe and analyze how the teacher implements cooperative learning in teaching speakng and describe and analye the advantages and disadvantages of cooperative learning in teaching speaking. This research found that the teacher used Think-Pair-Share and Small Groups in teaching speaking. The Think-Pair-Share and Small Group were implemented by an English teacher at SMP Negeri 1 Cisayong, Tasikmalaya Regency. Based on the observations and interviews, the researcher concluded that cooperative learning was effectively applied in teaching-learning English, especially teaching speaking. Its advantages were to improve student achievement, deepen students' understanding, make students enjoy and be happy, and develop self-confidence. But, several disadvantages irrelevant with the result of observation, there were takes a long time for students, making it difficult to achieve curriculum targets, quiet people may not feel comfortable, and students must depend on one another.

Keywords: *Teaching speaking, Cooperative learning, Think-pair-share, Small-group.*

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LIST OF APPENDICIES

CHAPTER I
INTRODUCTION
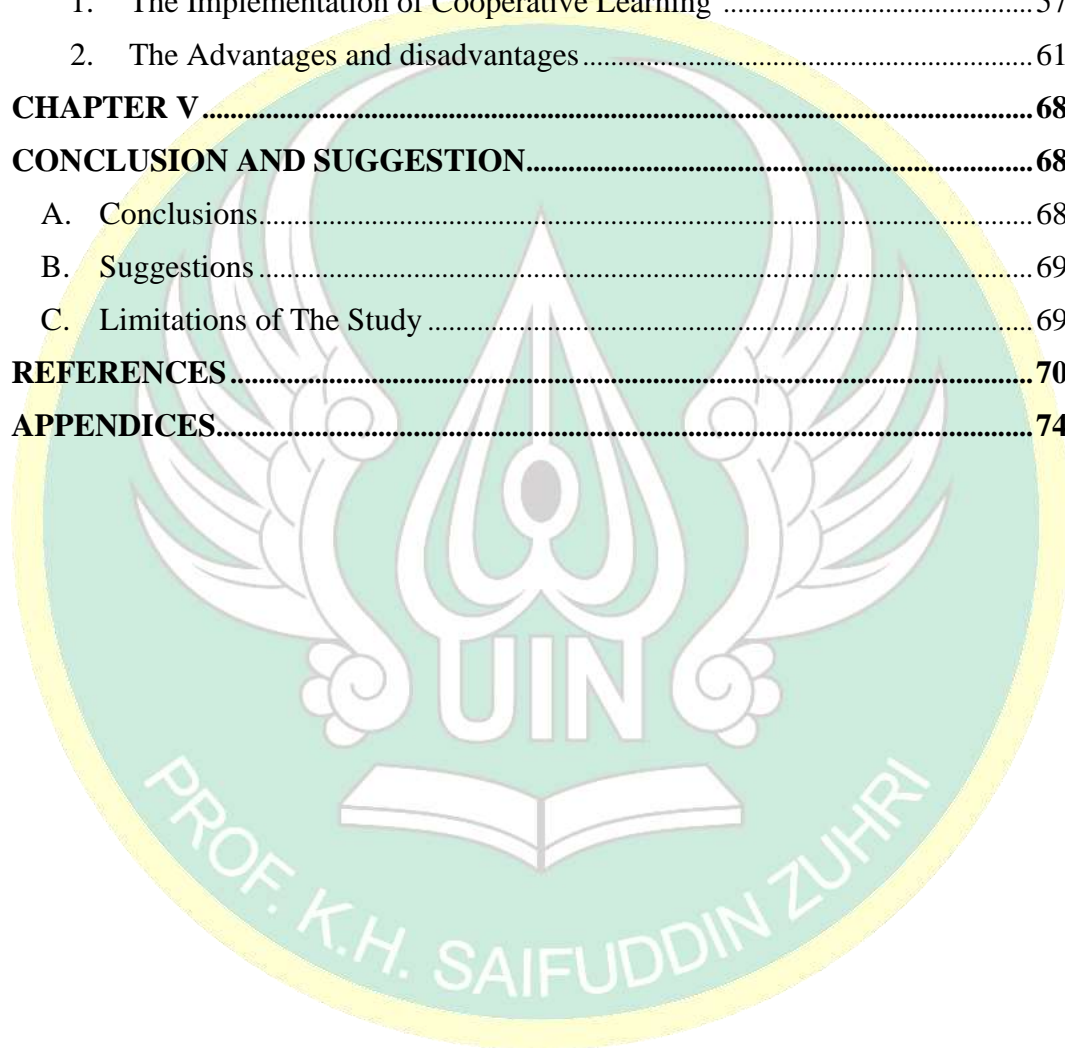
A. Background of Study

Speaking plays a principal role in life and the surrounding society because it is used for daily communication. Speaking means the act of thinking about communication, sharing ideas or opinions, and how to express and discuss the topic with others. According to Richards & Renadya (2002) stated speaking refers to oral language that requires language skills to be used properly in social interactions. But, several obstacles to speaking cause a lack of social interaction, such as persistent poor grammar, ambiguous vocabulary, or mispronunciation. It undermines learners' confidence and motivation to speak English. Hence, teachers need a learning strategy for teaching speaking English.

Teaching speaking is a series of interactive exercises that can help teachers develop their students' speaking abilities. According to Burns (2022) stated that teaching speaking remains challenging for many English teachers. To ensure ef efficiency of teaching speaking, teachers must maintain their strategies and innovations. The more teaching speaking is updated as creatively as possible, the more students can easily develop their speaking skills. Speaking skills are essential skills many people learn, as they allow us to communicate with others and express our opinions and emotions. Therefore, teaching speaking must be further developed to improve students' speaking skills.

According to Kemendikbud, speaking skills should be achieved in junior high school, students use English to communicate, express ideas and interests, and convey opinions to classmates or others. Then, students use essential sentence structure and verb tense to express and clarify their thoughts. The fact is that SMPN 1 Cisayong has not yet achieved this. But, based on observational research conducted from 9th March 2023 until 30th April 2023 at SMP Negeri 1 Cisayong, Tasikmalaya Regency, the researcher found that most students were active when speaking English. Many students are confident in sharing their ideas or opinions without shyness. However, students still face several problems, such as limited vocabulary, mispronunciation, poor grammar, etc.

According to Doris and Jessica (2007) in Uyen & Dieu (2023) stated students are having problems in their speaking, which include poor grammar, a lack of vocabulary, and mispronunciation. Those problems belong to linguistics problems. According to Nadesan & Shah (2020), non-linguistic challenges impede a second language learner's speaking skills, such as anxiety, shyness, lack of interest, fear of being wrong, low participation, and lack of motivation. To overcome the problems, the teacher has chosen several cooperative learning strategies to help their students achieve their learning objectives.

Cooperative learning has a significant positive impact on the learning environment of students. It enhances productivity and improves their knowledge. Jack C. Richards and Willy A. Renandya (2002) supported that cooperative learning works incredibly well. Students learn more actively than passively, watching and listening, and cooperative learning is by concept an active approach with several strategies. Furthermore, cooperative learning can become a key to increasing students' interaction and personality. To conclude, in teaching-learning, students are given more freedom but also assume responsibility in their groups.

Related to the statement above, cooperative learning can increase students' interaction and personalities. This is supported by a study Purba (2021) whose results show that cooperative learning is effective, in an interactive environment that fosters interaction and helps to develop the student's oral communication skills. Cooperative learning can improve both students' confidence and attitudes toward the teaching and learning process. By using this strategy, students can speak fluently without writing before speaking with other friends, especially when speaking directly. Meanwhile, concerning the improvement, students participate actively in the learning process; their motivation, interest, confidence, and attitudes improved when joining their friends in the class.

On the other hand, teaching and learning strategies implemented by many schools in Cisayong, Tasikmalaya Regency, are still monotonous. However, the English teacher of SMP Negeri 1 Cisayong, Tasikmalaya

Regency, applied a cooperative learning strategy to help students face problems in their speaking skills. Based on this phenomenon, the researcher was interested in analyzing the learning strategies used by this school. It is chosen because this strategy has been applied for a long time. Therefore, this study will analyze "**The Implementation of Cooperative Learning As A Strategy In Teaching Speaking At Smp Negeri 1 Cisayong, Tasikmalaya Regency".**

B. Clarification of Key Terms

Having the clarification of key terms in the research is important. The clarification of key terms aims to minimize the occurrence of misunderstandings. Nasir argues that clarification of key terms given to a variable by giving meaning that will be needed to measure the variables, which are:

1. Cooperative learning

    The process of acquiring information, knowledge, and skills through direct instruction is known as teaching. Teachers can use appropriate strategies to gain information, knowledge, and skills in the teaching-learning process. One of many strategies, the English teacher at SMP Negeri 1 Cisayong Tasikmalaya Regency was cooperative learning as a method of teaching English, especially speaking. Holubec (1993) stated that cooperative learning involves students working together to achieve learning goals. In cooperative learning, every student has a responsibility in their group discussion to complete their task. Hence, cooperative learning groups are suitable to be used as a strategy for teaching speaking.

2. Teaching speaking

    The organized exchange of experience and information within a discipline, as well as the provision providing stimulus for another individual's psychological and intellectual development, is referred to as teaching. Farizi & Herwiana (2022) stated that teaching speaking skills in English needs good treatment to give good results to students. One of the treatments is to choose a creative strategy. Teaching speaking can be done through

many strategies. One of the strategies is cooperative learning, which is used at SMP Negeri 1 Cisayong, Tasikmalaya Regency. According to the teacher who teaches speaking skills, cooperative learning is beneficial for active and passive students. Students can share thoughts, ideas, and opinions without embarrassment. Every student has a responsibility in their activities, which makes students productive in the learning process.

3. Speaking skills

Speaking is one of the most important skills to cultivate and improve to communicate effectively. According to Parupalli Srinivas Rao (2019), speaking abilities are the most crucial to develop when studying a first or second language. The most significant of the four essential language skills in learning a first or second language is speaking. Speaking skills are regarded as one of the most difficult aspects of language learning. Many students found it difficult to express themselves verbally. Hence, the teacher should have an interesting strategy for improving their speaking skills in English.

C. Research Question

1. How does the teacher implement cooperative learning in teaching speaking for nine grades students of SMPN 1 Cisayong, Tasikmalaya Regency?
2. What are the advantages and disadvantages of cooperative learning in teaching speaking of nine grades of SMPN 1 Cisayong, Tasikmalaya Regency?

D. Research Objective

1. To describe and analyze how the teacher implements cooperative learning in teaching speaking of nine grades of SMPN 1 Cisayong, Tasikmalaya Regency.
2. To describe and analyze the advantages and disadvantages of cooperative learning in teaching speaking of nine grades of SMPN 1 Cisayong, Tasikmalaya Regency.

E. Aims and Significances of the Research

1. For an institution

   Hopefully, this research can add information and knowledge about learning strategies in teaching speaking.

2. For teachers

   a. It can provide more experience in teaching and learning, especially teaching speaking.

   b. It can help students improve their speaking skills.

   c. It helps enhance the quality of the teaching and learning process.

   d. Adding knowledge about several strategies and the teacher being more creative in applying learning strategies such as cooperative learning.

3. For the next researcher

   a. It can be a reference for other researchers by using cooperative learning in teaching speaking.

   b. Adding knowledge and experiences.

4. For the writer

   This research is expected to deepen the knowledge about cooperative learning strategies in teaching speaking.

F. Previous Studies

   Based on various research, a journal and thesis as reference material while producing this thesis. When discussing these issues, the previous research serves as a foundation for theory, comparisons, and references. The comparison materials used to conduct the literature review are as follows:

   The first thesis entitled Formal vs Informal Cooperative Learning: The Effect on Students' Perceived Competence and Conceptual Knowledge Gain by Carla Marsha Faculty of Behavioral, Management and Social Sciences University of Twente in 2019. Hence, it can be acknowledged for this research. The principle of this study is Carla's thesis discusses cooperative learning can boost intrinsic motivation and improve self-concept or self-perceived competence (Carla Marsha, 2019). Individual accountability with pre-assigned

responsibilities, systems for feedback, and guidance differed between the two situations, formal and informal.

The second research that was carried out by (Ehsan Namaziandost, 2019) entitled "The Impact of Cooperative Learningon Developing Speaking Ability and Motivation Toward Learning English", the result of this research showed cooperative learning have a remarkable development in the students' speaking skills. Cooperative learning is an instructional strategy that is effective in improving students' attitudes and enhancing their acquisition of English-speaking skills.

The third, a study entitled Improving Student's Speaking Ability Using Think Pair Share: Engaging Students in Speaking Activities in Classroomo by Apriyanti & Ayu (2020), the results of this research, the learning process used a formal group this thought think pair share. The use of the Think-Pair-Share was able to improve the student's speaking ability. In Employing Think-Pair-Share techniques gave students additional opportunities to speak in English. Students gained confidence in speaking English.

The fourth research that was carried out Raba (2017) entitled "The Influence of Think-Pair-Share (TPS) on Improving Students' Oral Communication Skills in EFL Classrooms", the results of this research, Think-Pair-Share plays is beneficial for developing students' oral communication abilities, fostering a cooperative learning environment, and boosting their enthusiasm to study more. TPS technique in the learning environment has assisted students to think and organize their ideas better. As a consequence, students have begun to manage their educational development and have established a sense of accountability.

The fifth research carried out by Umaroh (2022) entitled "Cooperative Language Learning in Speaking Class", the results of this research, cooperative learning can develop the ability to express ideas and compare them with other friends' ideas, empower each student to be more responsible in learning to develop students' ability, receive feedback, and interaction during cooperative can increase motivation and provide stimulation to think.

From the various research above, this research will be focused on the location and object of research. In this research, the writer leads the implementation of several strategies of cooperative learning in teaching speaking for nine students at SMPN 1 Cisayong, Tasikmalaya Regency. Hence, this research deserves to be carried out.

G. Structure of the Research

The discussion in this thesis consists of several chapters to make it easier to understand the overall content of the research. The systematic discussion into five chapters is as follows:

Chapter I is an introduction consisting of the background of the research, clarification of key terms, research questions, the subject and object of the research, the significance of the research, previous study, and the structure of the research.

Chapter II is a literature review, in this chapter, the author explained the definition of speaking, the function of speaking, types of speaking, aspects of speaking skills, teaching speaking, active learning, kinds of active learning, cooperative learning, elements of cooperative learning, types of cooperative learning, steps of cooperative learning, techniques of cooperative learning, think-pair-share, small group, advantages and disadvantages of cooperative learning, and teaching speaking with cooperative learning.

Chapter III is the research method. It explained the type of research, research location, data sources including the subject and object of the research, data collection techniques, data analysis technique, and data validation with triangulation, including triangulation of sources and technique.

Chapter IV is a finding and discussion that contains reports on research results related to data presentation and analysis of the strategy of cooperative learning in teaching speaking

Chapter V is the conclusion that contains the conclusions of the research, suggestion, and closing.

CHAPTER II
TEACHING SPEAKING & COOPERATIVE LEARNING

A. **Speaking**

1. The Definition of Speaking

In learning English, four skills should be mastered: reading, writing, listening, and speaking. Speaking is the main skill of the four language skills for communicating effectively in today's global environment. According to Parupalli Srinivas Rao (2019) stated that speaking skill is the most extensive skill to acquire a language. Extensive skill involves an interaction between the speaker and the listener that can be understood between the two. From Parupalli's statement, it can be concluded that speaking is a principle for many people.

Speaking is a language ability related to both speaking and communication. Desta (2017) explained that speaking allows us to communicate with others, express our thoughts and feelings, and learn about others' ideas as well. In communicating, it is necessary to have an understanding between the speaker and the interlocutor. Hence, communication requires a partner to discuss the topic and collaborate to get as good an idea as possible.

In the same respect, Thornbury (2015) supports Desta's opinion that speaking is an interactive activity that usually requires the ability to collaborate in the management of speaking turns. Richards & Renadya (2002) explain that speaking is one of the central elements of communication. It is regarded as one of the most crucial skills for all learners who want to learn English to gain motivation, build self-confidence, and enhance their pronunciation when speaking fluently.

2. The Function of Speaking

According to Brown and Yule in Richard (2008) state, there are three major functions of speaking, as follows; Speaking as interact refers to "conversation" in daily life and defines an interaction that operates a mainly social function; speaking as transaction relates to a situation where the

attention is on what is said or done; and speaking as performance means to speech that conveys information in front of an audience, such as public statements and speeches.

3. Types of Speaking

Brown (2001: 266-268) in Farizi & Herwiana (2022) stated there are several kinds of oral production that students are expected to complete in the classroom, as follows: (1) imitative is concentrated on a specific component of language form with the goal of meaningful interaction; (2) intensive is the ability to produce short stretches of spoken language; (3) responsive is the significant amount of student speech in the classroom is responsive: brief responses to a teacher or student-initiated questions or comments; (4) interactive is the ability to speak at length or interactive with another speaker; (5) extensive is the oral production which includes presentation, storytelling or speeches. Students at the intermediate to advanced levels are occasionally required to give elongated monologues in the form of oral reports, summaries, or short speeches.

4. Aspects of speaking skills

According to Thornbury (2015) the issue of assessing speaking is determining the appropriate balance of accuracy (vocabulary, grammar, and pronunciation) and fluency. According to Syakur (1987: 3) in Sumardi *et al*. (2022), there are at least five components of speaking skills: comprehension, grammar, vocabulary, pronunciation, and fluency.

a. Comprehension

Comprehension can be defined as the capability to understand something in a natural manner or as knowledge of what a condition is really like. It is also an important component in speaking because we must make someone else understand what we are saying.

b. Grammar

Grammar is the combination of words to establish complete sentences. Richards & Schmidt (2010) stated grammar is the characterization of the structure of a language and how linguistic components such as phrases

and words are combined to create sentences in the grammar language. According to Effendi *et al*. (2017) grammar is an essential component of any language. The mastery of a language's grammar will influence the mastery of language skills. Therefore, grammar should be taught to students for them to have good communication skills.

c. Vocabulary

A vocabulary is a set of words that are generally used in a person's language. One of the factors in mastering English as a foreign language is vocabulary mastery. Students who have a strong command of the vocabulary can communicate clearly and effectively with each other. The greater the students' vocabulary, the better they perform in their language. Students will struggle to master English skills if they have a limited vocabulary. Hence, students should master vocabulary because can improve speaking skills.

d. Pronunciation

Pronunciation refers to how we produce the sound we use to make meaning when we speak. Having a good pronunciation of the language can help in normal communication, particularly intelligibility Nation & Newton (2008). Therefore, the learners must know how to pronounce that language appropriately. Therefore, it is important to assume that students have good pronunciation because, in this case, they have good fluency so their speech can be justified.

e. Fluency

Fluency refers to how quickly and confidently speakers use the language, with few hesitations or unnatural pauses, false starts, word searches, and so on. According to Longman Dictionary, in second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:

1) The ability to easily produce written or spoken language.

2) The ability to communicate with a good but not perfect command of intonation, vocabulary, and grammar.

3) The capacity to produce constant speech without causing misunderstanding or a malfunction of communication.

5. Teaching speaking

Teaching speaking is a process where the teachers help to facilitate the students to obtain the learning goal which is improving their performance in speaking skills. According to Seksie Bagus Pristiwo (2023), the goal of teaching speaking skills is to communicate efficiently. Hence, teaching speaking is instructing one person into another. According to Shohib (2012) in Sarina (2018), there are several instructions, as follows:

a. Having a partner makes students feel more comfortable and not too self-conscious when doing a speaking activity.

b. Aim students for activities that involve more of a dialogue and interaction based on the main material.

c. Give students a time limit in speaking activities between 3-5 minutes to make students interact with each other.

d. Then, start with a very small activity and then work your way up.

According to Brown (2001) in Farizi & Herwiana (2022), there are seven principles for creating archived speaking to assist teachers with teaching a speaking class, as follows:

a. Techniques that cover the gamut of learners' needs span from language-focused correctness to message-focused interaction, meaning, and fluency. Provide unique techniques for learning.

b. Encourage the employing of language in appropriate contexts.

c. Providing positive feedback and corrections. It is essential to employ both speaking and listening skills.

d. Students have to be provided opportunities to communicate.

e. Communication skills development strategies should be emphasized.

According to Sawyer in in Farizi & Herwiana (2022) stated the most important that the teacher needs to have the creativity to be a good performing teacher and to help students easily understand the teaching-learning process. Creativity is vital in creating good treatment because

creative thinking and ideas are required when the teachers can solve a problem or event from a new perspective outside of the usual. It means that even if the teachers are creative enough, there are still some factors needed to acquire speaking skills. These factors play a crucial part in the acquisition of speaking skills. The internal factors such as motivation, intelligence, risk-taking, and ability the external factors like social class, first language, and teachers.

6. Apperception in Teaching Speaking

Apperception is a process of connecting old knowledge with new knowledge, in this case, what is meant by knowledge is the subject matter conveyed by the teacher. According to Puteri *et al.* (2018), apperception is an observation of a person on something that serves as the basis for obtaining new ideas and is one of the teacher's efforts to connect material elements with related aspects. While the teacher is delivering the new content, it must be linked to the objects that the student is proficient in or related to the previous student's experience to provide them with an extensive understanding. According to Anis (2023), teachers can carry out apperception activities in various ways, as follows:

a. Question and answer

The teacher can ask several questions related to the topic that will be studied that day. These questions can be designed to arouse student interest, update the knowledge students already have, or stimulate students' minds before the learning process begins.

b. Group discussion

Students can be divided into small groups to discuss the topics to be studied. This discussion can help students share knowledge and stimulate their minds before the learning process begins.

c. Presentation

Teachers can ask students to make a short presentation on the topic to be studied. This can help students to better understand the material and also build their presentation skills.

d. Brainstorming

The teacher gives some vocabulary related to the topic to be studied. This can help students activate their knowledge and help teachers find out how much knowledge students already have about the topic.

e. Learning video

The teacher can play a short learning video on the topic to be studied as an introduction before starting learning. This can help students understand the topic and prepare them for further study.

7. The component of lesson plan in teaching learning

According to Firnando *et al.* (2021) these components of a lesson plan are:

a. Identity of school class

This includes the institution's name, the unit, the class, and the semester.

b. Identity of the lesson

This includes the subject's name, the number and topic of the lesson, as well as the date and time allotted.

c. Core & basic competence, indicators of competent achievement

It specifies the primary competence that students must learn for the school-level class in that subject in terms of attitudes, knowledge, and skills.

d. Learning objectives

This can be described as the processes and results of learning that learners are expected to achieve during the teaching-learning process based on core competency and fundamental competencies.

e. Learning materials

Materials consisting of applicable theories, facts, principles, and methods written in accordance with the indicators for achieving competence.

f. Methods/ strategies of teaching

A teacher's method for developing teaching-learning processes. Cooperative learning is an instructional strategy that can be used to teach speaking.

g. Learning media and resources

Learning media is really important in teaching learning English, especially in teaching speaking. According to Damayanti & Ma'rufah (2022) stated that media are tools that are used to make the communication and interaction between the teacher and the students more effective in the teaching and learning process. Media are used to support the materials that are given by the teacher. Hence, the use of media can motivate the students to learn and can efectively explain and illustrate the contents of a subject.

h. Teaching activities and assessments.

Teaching activities are divided into three stages, namely pre-teaching, whileteaching and post-teaching activities.

B. Cooperative Learning

1. Active learning

Active learning is a learning activity in which the student participates in or interacts with the learning process, as opposed to passively taking in the information. Active learning strategies are used in the classroom to boost attention and participation in learning. Active learning formats and techniques are more focused on the student, fostering student participation and promoting self-direction, critical thinking, problem-solving abilities, and deep learning (Johnson & Romanello, 2005; Williams & Calvillo, 2002). Discussion, group work, lectures, case studies, concept analysis, and concept mapping are all possible formats. Active learning strategies are an effective method for ensuring that students, regardless of the size of the classroom or discipline, have chances to achieve optimal development and learning.

2. Kinds of active learning

Active learning methods are variations of classroom strategies. According to Charles & James (1991), several strategies in active learning have proven

to be effective in promoting student achievement and enhancing students' motivation, as follows:

a. Visual-Based Instruction

Visual-based instruction did appear to have a major influence. According to the research literature, the utilization of motion pictures, television, and film recordings, along with possibilities for student replies, resulted in a considerable favorable improvement in students' attitudes and retention. So, it is critical to employ media as the main focus of interaction strategies. Although the media has great potential, its adoption and implementation in the classroom have been significantly less than its proponents anticipated.

b. Problem-Solving

There are several problem-solving techniques. There are 4 steps process:

1) Defining a problem

2) Diagnosing possible reasons for the problem

3) Looking for alternative solutions

4) Evaluating the alternatives and choosing the appropriate solutions

This schema has served as the basis for a practical instructional model for solving problems.

c. Computer-Based Instruction

Charles & James (1991) found that students learned more as a result of computer-based instruction. Second, when compared to traditional methods, students learned the material two-thirds of the time. Third, students preferred their classes when they were delivered through the computer. The last aspect can help students establish good attitudes about computers, which will become more important in the future. Furthermore, CBI has many advantages that not all schools can have because of its affordable price.

d. Cooperative learning

The studies stated that cooperative learning has many advantages. The goals of cooperative learning are twofold, as follows:

1) To enhance students learning

2) To develop students' social skills, such as decision-making, conflict management, solutions-giving, and communication

Cooperative learning is a strategy that might appeal to many professors because it has strong positive effects on race relations, self-esteem, and a willingness to cooperate in their projects.

e. Role Playing and Games

This strategy can be used to help students in such stressful, complex, and controversial situations. Simulation and games are defined more precisely than role plays. Role plays can be effective in forcing students to examine their attitudes toward other people. Role-plays are usually short, and spontaneous, although they can be longer and more elaborate productions where participants have worked diligently. In role-play or games, the teacher's function is to serve as a facilitator, guide the evaluation of the role role-play restate, or summarize.

3. Cooperative learning

Cooperative learning is students centered learning system with a teacher-facilitated. It is about learning methods that direct students to cooperate through individual and group work. According to Steven G. McCafferty, and George M. Jacobs (2011), cooperative learning is a structured and attempted group activity in which students cooperate in small teams to achieve academic, beneficial, and social goals. Jack C. Richards and Willy A. Renandya (2002) supported cooperative learning works incredibly well. Students learn more actively than passively watching and listening, and cooperative learning is by concept an active method. Thus, cooperative learning entails more than just group projects because the strategy optimizes learning activities.

Bern & Erickson (2001) in (Afrilia Mayasari.Pdf, n.d.) supported cooperative learning as a learning strategy that organizes learning using small study groups where students work together to achieve learning goals. Slavin (1989) and Sharan (1980) in D. Johnson *et al.* (1998) confirm

cooperative learning as an effective strategy that can be used to enhance achievement and improve students' attitudes toward learning and working with others. Johnson, Johnson, and Holubec (1998) claim cooperative learning groups can last anywhere from one class period to several working days. Any academic assignment or course requirement can be structured for formal cooperative learning by the teacher. Hence, cooperative learning not only increases the academic achievement of students, but also increases personality, abilities to function in social structures and establish mutual trust independently and in teams, and the ability to support and collaborate with others.

4. Elements of cooperative learning

Johnson *et al*. (1998) stated there are five elements and components of cooperative learning that should be maintained in the classroom:

a. Positive interdependence

Students must be able to have a positive correlation between one student and another student. This positive correlation will increase students' cooperation to accomplish group shared goals. In cooperative learning, the students must trust each member as a stepping to success. Positive interdependence consists of task interdependence, resource interdependence, reward interdependence, and role interdependence. Therefore, every member of the group must work hand-in-hand together to finish their goal because all members have their roles.

b. Individual accountability

Personally, everyone has accountability or responsibility which will affect the performance of a group. In cooperative learning, the students are respected to have individual accountability to explore and improve students to achieve group goals. The students learn together in performing higher as individuals. Refers to the assessment of individuals in a group.

c. Promote interaction.

Promotive interaction occurs as individuals facilitate and encourage each other's to accomplish the group's goals. Promoting one another's success such as providing each other with efficient, and effective assistance, supporting one another, working together to achieve a reward also working to avoid a loss. It helps the students to express their ideas and present criticism among themselves.

d. Appropriate use of social skills

Skills are important to have for students. Teamwork is one of the keys to group work success in cooperative learning. During discussions in groups, students should be able to exchange roles; for example, one student must maintain, respond, initiate, negotiate, explain, and interrupt the conversation. Furthermore, following the discussion, the group requires an individual to assign, organize, and coordinate the process. It is also essential to analyze the group's progress.

e. Group Processing

The purpose of group processing is to clarify as well as enhance the members' effectiveness in contributing to joint efforts to attain the agreed goals. To cooperate with the group, students must communicate and sit down. The students must assess how well they maintain their working relationships. Each team member must assess their weaknesses and strengths. It enables students to be self-sufficient and critical thinkers.

5. Type of cooperative learning

According to Johnson, Johnson & Smith in Robyn M. Gillies (2008), there are several types of cooperative learning, such as informal groups, formal groups, and cooperative base groups.

a. Formal groups

Formal groups ensure that students actively participate in the knowledge activity of organizing, trying to explain, summing up, and incorporating material into existing conceptual structures. Students collaborate in one or more class sessions to create mutual learning objectives and complete

specific activities and assignments. All other cooperative learning processes are built on the foundation of formal cooperative learning groups. They are organized through pre-instructional choices, assignments, and cooperative formation setting, monitoring groups while they work and interacting to enhance maintaining and improving teamwork.

b. Informal groups

Students collaborate in short-term groups that last only one discussion or teaching context to achieve cooperative learning objectives. Informal cooperative learning groups are used to focus student attention on the material to be learned, to create an expectation set and a learning-friendly environment, to make sure that students cognitively and emotionally process the subject matter being taught, and to deliver an instructional session to a close.

c. Cooperative base groups

Johnson *et al*. (1998) explained long-term (at least one semester or year) groups with stable participation whose primary responsibility is to provide each member with the support, motivation, and guidance he or she requires to develop academic achievement and develop cognitive and emotional and socially in healthy ways.

6. Steps of cooperative learning

According to Johnson & Johnson (2005), the implementation of cooperative learning involves five key steps, as follows:

a. Pre-instructional planning

Prior planning aids in determining the cooperative learning strategy to be used and creates the conditions for successful group work. Plan how groups will be established and how members will communicate with one another.

b. Introduce the activity to the students.

Students must obtain their "marching orders." Explain the learning assignment to them and the success criteria. The cooperative elements of

their work have to be organized with special emphasis given to the components of positive interdependence and individual accountability. Set limits on time and leave room for clarification questions.

c. Monitor and intervene.

Allow the groups to perform while you proceed through the room collecting observation data, determining whether they comprehend the assignment, and providing instant feedback and praise for operating together. If a group has difficulty, you can step in to assist them in getting back on track.

d. Assessment

While you are observing the groups during the activity, some informal assessment is already taking place. However, once the group has completed its assignment, the work should be evaluated by the teacher and the group.

e. Process.

Group processing involves requiring groups to assess their performance and create goals for themselves to enhance their cooperative work.

7. The techniques in cooperative learning

Most of these structures are developed by Dr. Spencer Kagan (1994), cooperative learning are strategies for organizing the interaction of individuals in a classroom. The following examples illustrate a few of these instructional strategies used.

a. Think-Pair-Share

The teacher poses a question to the class and students think about their response. Then, students pair with a partner to talk over their ideas. Finally, students share a good opportunity for students to speak their thoughts in class.

b. Jigsaw

One student from each group has his/her topic and then they meet with other students from other groups who have selected the same topic and

they collaborate to determine the most important parts to share back with their original group for them to develop the same understanding.

c. Two Stay Two Stray

The students are asked to work in groups. Two of them leave their group and visit other groups. The other two just stay in groups and share all the information with their visitors. The visitors return to the first group and report their findings.

d. Inside or Outside Circle

The students are divided into two groups. The students form two circles – the inside and outside. They stand and face each other for the first time, then they take turns in a rotation to face a new friend and discuss the teacher's questions. This activity can be used to get more information, solve problems and produce new ideas.

e. Three-Step-Interview

Each member of a team can choose a member to be his/her partner. In pairs, student A interviews student B by asking clarifying questions. Next second step, they switch roles. Finally, in the last step, members share their partner's response with the groups of four.

f. Small Group

In this section, teachers have devised many activities for students' communication practice to talk freely. In these activities, group discussion, which means "topic-centered" discussion. This activity seems to be much favored by teachers for several reasons. First, complex preparation in terms and the use of elaborate aids make the discussion more successful. Second, it is a control-free activity, it can promote students' initiative. Therefore, group discussion is a practical communicative activity.

8. Think-Pair-Share

a. Nature of TPS

According to Kagan (1994) in Brace (2008), Think-Pair-Share is a cooperative learning strategy that can promote and support higher-level

thinking. The teacher asks students to think about a specific topic, pair with another student to discuss their thinking and share their ideas with the group. Think-Pair-Share provides students with the opportunity to carefully think and talk about what they've learned. The strategy requires minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students. In addition, Nur (2008) cited in Mondolang (2013: 206) stated that TPS is a cooperative learning structure that is very useful, the point is when the teacher presents a lesson, asks students to think about the question teacher, and pairs with partner discussion to reach consensus on the question. Finally, the teacher asks students to share the discussion.

From the definitions above, it can be concluded that Think-Pair-Share refers to one of the cooperative learning strategies that set students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in a whole class or a group.

b. Steps of TPS

According to Yerigan (2008), as cited in Azlina & Ahmad (2020), there are three stages in implementing the Think-Pair-Share technique. It is described as follows.

1) Think-Individually

Each student thinks about the given task. They will be given time to throw ideas or responses before discussing them with their pair. Then, the response should be submitted to the teacher before continuing to work with the pair.

2) Pair with a partner or groups

The learners need to form pairs. The teacher needs to cue students to share their responses with their partners. In this stage, each pair of students discusses their ideas about the task. From the result of the discussion, each pair concludes and produces their final answer.

3) Share with the whole class

The teacher asks pairs to share the result of the discussion or student responses, within the learning team, with the rest of the class, or with the entire class during a follow-up discussion. At this stage, a large discussion happens in which each pair facilitates class discussion to find similarities or differences between the response or opinions of various pairs.

9. Small Group

a. Nature of Small Group

A small group in cooperative learning is a classroom educational environment in which students participate in small heterogeneous groups. Within such groups as students are encouraged to share ideas and help each other learned (Parker, n.d., 2015). Small-group cooperative learning involves significant changes in the role of the classroom teacher. It shifts from being the imparter of knowledge, maintainer of classroom control, and validator of thinking to helping students gain confidence in their ability and the group's ability to work out problems, thus relying less upon the teacher as the only source of knowledge. Hence, when students work together in small groups, their understanding of the material increases, their ability to solve problems are improve, their social interactions improve, and they have a more positive attitude toward school.

b. Basic Concepts of Small Group

According to(Ngadiso, 2016), there are four basic concepts related to small group methods:

1) Process, the interactions that take place within the group,
2) Role, each group member's specific responsibilities within the group,
3) Leadership, the capacity to guide and direct others in a group setting, and
4) Cohesion, group member's support for one another.

c. Ways of Structuring Interactions

According to Huber & Huber in R. M. Gillies (2008) stated there are four ways of structuring interactions. It is described as follows:

1) Providing guidelines for learning activities

These guidelines can be ordered along a dimension of learning activities. According to O'Donnell & Dansereau (1992) in R. M. Gillies (2008), This detailed approach for structuring task-specific interactions is, for example, "task/ script cooperation". Studies show that cooperative learning with this task is more effective than individual learning with and without such task/ script. In this section by Johnson and Johnson (1994), individual members are assigned specific group responsibilities, for instance, the role of the "listener" or social facilitator." This is used within methods of "Learning together/ group work". However, the ability of group members to perform these roles depends on their available capabilities or on the ability to train them in the essential competencies before instruction in the material begins.

2) Competence training

Competence training may be conducted to promote social, and personal competencies in subject matter learning. Cooperative learning that contains prescribed learning activities of relevant learning contexts. Various studies by King (1989, 1990, 1991) and King & Rosenshine (1993) in R. M. Gillies, (2008), learning is more effectively facilitated when students have the opportunity to practice giving extended explanations and asking high-quality inquiries. They investigated the effectiveness of training students to ask high-quality questions.

3) Reflection and evaluation of learning activities

According to Cohen (1994) in R. M. Gillies (2008), reflecting on learning processes and the social environment is essential for improving student achievement.   Beck *et al*. (1997) described

something that includes a variety of reflections regarding the social and personal levels. During learning the students write down their reflections related to learning in their journals. They also discuss their experiences in learning dyads and the whole class. It is essential in groups that have been working together for a long time to use some form of evaluation to identify problems early and to assist self-regulation of group activities. Furthermore, reflection and evaluation of learning activities are crucial elements of group interaction structuring.

4) Modifying students' perception of competence

The problem occurs in small group learning when students with greater social status participate more frequently in group activities and thus have more opportunities to learn. According to Cohen et al. (1994) in R. M. Gillies (2008), proposed exercises to modify perceived competencies by demonstrating a broad spectrum of competencies (example., the contribution of all group members) is required to complete a learning task.

10. Advantages of cooperative learning

According to Hill & Hill (1993) in Dwi Rahdiyanta (2017) cooperative learning has several advantages as follows:

a. Improve student achievement,
b. Deepen student understanding,
c. Make students enjoy and be happy,
d. Develop a positive attitude and self-confidence,
e. Development skills.

According to Johnson, Johnson, and Stanne (2000), the advantages of cooperative learning will be classified into three main advantages:

a. Improve learning ability
b. Development skills
c. Boosting motivation

11. Disadvantages of cooperative learning

According to Hill & Hill (1993) in (Dwi Rahdiyanta, 2017) cooperative learning has several advantages as follows:

a. Takes a long time for students, making it difficult to achieve curriculum targets,

b. Requires a long time for teachers so most teachers do not want to use cooperative strategies,

c. Requires special abilities of teachers so that not all teachers can use cooperative learning strategies,

d. Requires certain characteristics from students, for example, the nature of liking to work together,

e. Quiet people may not feel comfortable,

f. Students must depend on one another.

According to Buchs et al. (2017), cooperative learning has been proven to bring many advantages, its implementation is not easy. Several difficulties and challenges happen:

a. Difficulty in properly implementing cooperative principles,

b. Difficulty deciding how to incorporate cooperative learning into a predefined curiculum,

c. Classes and preparation time.

C. Teaching Speaking with Cooperative Learning

Bern & Erickson (2001) explained cooperative learning is a learning strategy that organizes learning using small study groups where students work together to achieve learning goals. Johnson, et al., (1998) supported that cooperative learning helps motivate students and promotes positive interaction among students to construct their knowledge, develop social and group work skills necessary in life, and learn through active involvement rather than sitting, listening, and watching. According to Haycraft (1978) in (Ictte & Uns, 2016), several reasons for cooperative learning can be applied in teaching speaking: cooperative learning encourages those who are shyer or reluctant to participate

and gives the students chances for greater independence. Hence, teaching speaking using cooperative learning is effective to make the students more interested or motivated to speak in groups or pairs, more active working in groups or pairs, not ashamed to make mistakes, and learning from their peers and lecturer to develop all indicators of speaking.

1. The weaknesses of teaching speaking

   According to Ngadiso (2016), there are several weaknesses of the existing model for teaching speaking are as follows:

   a. It is dominated by learning which is boring and difficult to understand,

   b. It is monotonous because of lack of various methods or strategies,

   c. The topic is not interesting,

   d. The task is mostly individual and discussion is rarely used,

   e. Many students are passive and there are lack of speaking practices.

2. The model for teaching speaking using cooperative learning

   According to Ngadiso (2016) stated that the model for teaching speaking using cooperative learning is developed to overcome the weaknesses. The model which is developed is as follows:

   a. Planning: asking the students to choose the topic to speak by using think and talk in groups (think, talk, and write),

   b. Outlining: asking the students to discuss in groups or pairs the main points which will be used to develop the topic,

   c. Drafting: asking the students to practice in groups or pairs to develop the main points into the topic,

   d. Revising/editing: using peer editing/ correction or group work to check the mistakes in: content, fluency, grammar, vocabulary, and pronunciation (all indicators of speaking skill),

   e. Sharing: the group or pair presentation while the other groups and the teacher give comments and correction.

CHAPTER III
RESEARCH METHOD

A. Research Design

A descriptive approach was used by the researcher. According to Creswell & Creswell (2009) the qualitative approach is preferred because it provides a factual and accurate description of a social or human situation. The researcher has collected the data by examining documents such as lesson plans and assessment rubrics for English classes, observing behavior with field notes and observation checklists, and conducting interviews with a participant sample. Then, in this research, the researcher collected data about the implementation of Cooperative Learning as A Strategy for Teaching Speaking in Ninth Grade Class at SMP Negeri 1 Cisayong, Tasikmalaya Regency.

1. Type of the Research

   This research aims to analyze cooperative learning as a strategy for teaching speaking and the qualitative approach used to collect the data. This research has been done at SMP Negeri 1 Cisayong, Tasikmalaya Regency, to be precise, in grade 9th in the 2022/2023 academic year.

2. Research Location

   The researcher takes the location of the 9th grade of SMPN 1 Cisayong, located at Jl. Raya Cisayong 104, Tasikmalaya Regency. Several reasons the researcher choose, follow:

   a. SMP Negeri 1 Cisayong is a school whose teachers apply cooperative learning to teach speaking.

   b. The teacher has good qualities, and competencies and is recommended by the headmaster at the school.

   c. The 9th-grade English teacher applies cooperative learning that can increase self-confidence and make students develop their English skills in teaching speaking.

3. Data Source

   The determination of data sources in this research includes subject and object data sources.

a. The subject of the research

The subject of this research was one of the English teachers and 9th-grade students of SMPN 1 Cisayong Tasikmalaya Regency. The total number of students in the class was 34; five of the students were taken as samples of interviews for this research. There are 1 male and 4 females.

b. The object of the research

The object of this research is the implementation and teachers' and students' opinions of cooperative learning as a strategy for teaching speaking.

4. Time of Research

This research has been done from 9th March 2023-30th April 2023.

No	ACTIVITIES	TIME	PLACE
1.	Implementing Small Group in Procedure Text	9th March 2023	SMPN 1 Cisayong
2.	Implementing Think-Pair-Share in Label	18th March 2023	SMPN 1 Cisayong
3.	Implementing Think-Pair-Share in Narrative Text	28th March 2023	SMPN 1 Cisayong
4.	Implementing Small Groups in Advertisement	1st April 2023	SMPN 1 Cisayong
5.	Interviewing students	10th April 2023	SMPN 1 Cisayong
6.	Interviewing the teacher session 1 (offline)	30th April 2023	SMPN 1 Cisayong
7.	Interiewing the teacher 2 session (online)	30th May 2023	Flexible

B. Data Collection Techniques

Several techniques have been applied in this research for data collection, as follows:

1. Observation

    In this study, the researcher collected data through observation of the object. The observation focused on the process of learning during the implementation of cooperative learning strategies in teaching speaking. The results of the observation were recorded on field notes. According to Creswell & Creswell (2009), the researcher takes field notes on the behavior and activities of individuals at the research site. In those field notes, the researcher records, in an unstructured or semi-structured way (using some prior questions that the inquirer wants to know, activities at the research site.

    In the observation activities, the researcher only observes and controls the English teacher and students' teaching and learning. Observation carried out this activity to find more information about using cooperative learning to teach speaking in 9th grade at SMP Negeri 1 Cisayong, Tasikmalaya Regency. Therefore, the researcher can get accurate information.

    The researcher's observation of the implementation of cooperative learning strategies in teaching speaking. The observations were carried out at four meetings. There were scheduled for March 9th, March 18th, 28th, March, April 1th, 2023. The researcher described and observed all the activities that took place in class.

    The process of teaching speaking through cooperative learning was observed, as were all the problems posed by students during the learning process. The researcher took field notes on all the processes of teaching and learning. Furthermore, the observation checklist had been prepared before the observation. It is used to facilitate the analysis of data from observation.

2. Interviewers

    In this research, a semi-structural interview will be used to gather more detailed information from the interviewee (teacher). According to Creswell & Creswell (2009), in qualitative interviews, the researcher conducted face-to-face interviews with participants (some of the students). These interviews involve unstructured and generally open-ended questions

that are few and intended to elicit views and opinions from the participants. Then, the researcher conducted structured interviews with pre-prepared questions. The researcher chooses by purposeful sampling.

According to Creswell & Creswell (2009), purposeful sampling is selecting the best people or places that can help us understand a phenomenon. The researcher has selected several students; five of the ninth-grade students were taken as a sample for interviews. They were two males and three females. Furthermore, the researcher interviewed an English teacher. Form of interview by Nugrahani (2014) that was used by the researcher.

Time :	
Day :	
Place :	
Object :	
Interviewer :	
Informant :	
Description ||
Transcript ||
Reflection ||

The researcher conducted an interview with students on April 10, 2023, at SMP Negeri 1 Cisayong, Tasikmalaya Regency, with several questions prepared. Then, the researcher got some information from the interviewee about how the teacher implements cooperative learning to teach speaking.

3. Documentation

Creswell & Creswell (2009) explained that the investigator may collect qualitative documents during the research process. These may be public documents such as lesson plans, and task papers or private documents such as personal journals. Based on the explanation above, the researcher has taken the data documentation from the school as follows: the process of the

implementation of cooperative learning in teaching speaking. In this research, the researcher collected data with documents such as lesson plans, paper tasks, etc. This part is used as additional data to support other data obtained by observation and interview.

C. Data Analysis Techniques

Several ways have been applied in this research as the technique of data analysis, as follows:

1. Data reduction

   In collecting information in the field, researchers obtained various and adequate information. According to Miles and Huberman (1994) in Dull & Reinhardt (2014), to reduce the summarized information, choose things, focus on the important things, look for themes in patterns, and eliminate unnecessary ones. In this study, the researcher has chosen the relevant information from the research that was conducted. The goal of data reduction is to make it more clear, understandable, and usable.

   The data has been gathered through interviews, observations, and documentation. The researcher conducted observations and interviews with English teachers and students at SMP Negeri 1 Cisayong, Tasikmalaya Regency. Then, the researcher conducted interviews with five students who had been selected. Then, the researcher reduces the information to relevant or accurate information related to the topic.

2. Display of data

   In this part, the data displayed only used tables and brief descriptions. It is used to provide the results of the data obtained. The purpose of data display is to gather information through interviews and observations that have been carried out by the researcher. Therefore, the data display organized must be organized and assembled to conclude.

3. Conclusion drawing

   Miles and Huberman (1994) in Dull & Reinhardt (2014) stated the withdrawal of the conclusion was preliminary conclusions expressed are still

temporary, and do not change if there is no strong evidence supporting them during the data collection. Data verification has checked the validity of the data source being studied with the results of the data that the researcher will obtain. The verification of this data comes from activities that have happened at SMP Negeri 1 Cisayong, Tasikmalaya Regency. From the beginning of the study until the end of the research, the researchers can present and check the correctness of the data that has been obtained. The technique used in the verification of this data was the data triangulation technique.

D. Data Validation

The data validation was done by triangulation of the data. In this part, the data is used to investigate the truth of certain information using a variety of data sources, such as documents, archives, interview results, observation results, or by interviewing multiple subjects who are thought to have different points of view. According Creswell & Creswell (2009) stated in his book that there are three triangulations in testing the validity of the data but the researcher used two triangulations, as follows:

1. Triangulation of sources

   In this research, the researcher tested the credibility of the data through several sources, such as the English teacher and students, relating to the implementation of cooperative learning in teaching speaking at SMP Negeri 1 Cisayong, Tasikmalaya Regency.

2. Triangulation of technique

   In this research, the researcher examined the credibility of the data through three data collection techniques, including interviews, observation, and documentation, relating to the implementation of cooperative learning as a strategy in teaching speaking at SMP Negeri 1 Cisayong, Tasikmalaya Regency.

CHAPTER IV

FINDINS AND DISCUSSION

In this part, the researcher discussed the result of the research. The researcher presented the findings and discussion of research at SMP Negeri 1 Cisayong, Tasikmalaya Regency, regarding implementing cooperative learning as a strategy for teaching speaking. The result was taken from the result of observation, interview, and documentation to answer the research question. The researcher has to know about the teachers' and students' opinions and views regarding using cooperative learning as a strategy for teaching speaking. In addition, the researcher discussed the formulation of problems, the implementation section, and the strengths and weaknesses of Cooperative Learning as A Strategy in Teaching Speaking at SMP Negeri 1 Cisayong, Tasikmalaya Regency.

A. Findings

Based on the interview conducted with an English teacher of 9th grade in SMP Negeri 1 Cisayong, Tasikmalaya Regency in the preliminary research, the researcher concluded that most of students in 9th grade are low in English lessons, especially in speaking. Because two years ago there was a pandemic and teaching learning was carried out online. As we know teaching speaking needs more interaction between the teacher and student and also another student. Therefore, the English teacher said it should choose creative strategies to motivate students in teaching speaking. One of a strategy used by the English teacher is cooperative learning. Based on an interview with an English teacher at SMP Negeri 1 Cisayong, on 28 April at 10.45 a.m.

The English teacher said:

> Learning today must be student-centered. So, in my opinion, cooperative learning is most suitable to use when teaching speaking. There are several reasons why I implemented cooperative learning as a strategy for teaching speaking. Because students must be accustomed to solving their problems and looking for understanding and their concepts. Cooperative learning will further accelerate students in processing or working on group assignments.

1. The Implementation of Cooperative Learning in Teaching Speaking

Several steps were taken to implement cooperative learning as a strategy in teaching speaking to ninth-grade students at SMP Negeri 1 Cisayong,

Tasikmalaya Regency. There are preparation and learning activities including pre-activity, main activity, and post-activity.

a. Preparation

In this step, before beginning the teaching and learning activities, the teacher prepared a lesson plan, learning media and materials, etc. Based on an interview with an English teacher at SMP Negeri 1 Cisayong, on 28 April at 10.45 a.m., an English teacher said:

> "Before carrying out the teaching-learning activities, knew the characteristics of students, analyze the material, and prepared several instruments, such as a lesson plan/ teaching modul, learning media, learning methods, and student's worksheet. That has been prepared to support the teaching-learning activities. The teacher explained that the lesson plan was created from the syllabus which are the learning activity, learning objectives, and basic competencies that must be achieved by the students".

After preparing the lesson plan, the teacher prepared learning media such as PowerPoint, videos, pictures, teachers' books, students' exercises, assessment instruments, and so on to support the teaching-learning process. Then, the teacher prepared the learning method with several strategies. Cooperative learning is chosen by the teacher in teaching speaking. The teacher said:

> "With group discussions where one of the strategies of cooperative learning, will accelerate students in the process. Because learning individually slows down the process, especially for students who are lacking in English lessons. In addition, students will share ideas and provide suggestions or input".

Based on the observation made by the researcher on March 7 - April 28, 2023, it produced data about the implementation of cooperative learning in teaching speaking ninth-grade. Based on observations conducted by the researcher in four meetings, an English teacher used two strategies, including Small Group and Think-Pair-Share as types of cooperative learning. The teacher implements these strategies because many students lack the motivation in teaching English, especially teaching speaking. The following is an example of

Group discussion and Think-Pair-Share as types of cooperative learning.

Figure 1. An example of cooperative learning from Needpix.

b. Teaching Activity

Teaching procedures are divided into three steps, are pre-activity, main activity, and post-activity.

1) Pre activity

Observations were done by the researcher in four meetings from March 7 until April 1, 2023. Based on the observation in the ninth grade of SMP Negeri 1 Cisayong, the researcher found that the teacher did the same pre-activity by starting the class with greetings and checking students' attendance. But an apperception is done differently in every meeting. The teacher used to mix languages, English language, and Bahasa. Because most of students did not understand what the teacher meant. First, the teacher explained the English language, but if students did not understand the teacher translated it into Bahasa.

After that, the teacher conveyed the learning objectives and basic competencies to be achieved by the students which could be shown in appendix 1 (Appendix 1). Before starting the explanation, an apperception is done by the teacher to attract students' attention and prepare them before starting the lesson material. The teacher gave students an apperception by giving an illustration. Based on the observation on March 7, 2023, the teacher added:

"I will give you an example; when you make something you have to know the step like when you make fried rice you

know how the steps. So, what is the material that we are going to discuss?".

The teacher always gave an apperception in every meeting. Based on the interview with an English teacher on April 28, 2023, at 10.45, the teacher said:

> "An apperception has been given routinely to increasing students' motivation, linking the knowledge they already have with the material to be discussed, and fostering students' curiosity. In the end, students will be involved in the learning process".

In the next meeting, the different apperception was used by the teacher. The teacher used questions and answers based on observation on March 18, 2023. The teacher gave several questions to students. The first question is "What will happen if we buy the medicine but do not know the dosage?". Then, the teacher added an illustration, "I buy food at the supermarket, but I don't read the label second question asked by the teacher, "What do you think about this situation?". The teacher gave time for students to think and discuss the answers.

Question and answer is one type of apperception. It was used to activate students' knowledge and speaking skills. It is suitable for warming up before the explanation material begins.

Based on the observation on March 28, 2023, the teacher did apperception differently. The teacher did apperception with brainstorming by providing some vocabulary related to the topic to be learned, which could be shown in appendix 2 (Appendix 2).

In the last meeting, the teacher showed a picture to stimulate student concentration, the figure could be shown in appendix 2 (Appendix 2). Based on observation on April 1, 2023, the teacher did an apperception by showing a picture and giving a question:

> "If you have a product and you will everyone know and buy your product, what should you do?"

The result of observations on March 7 until April 1, 2023, the researcher found that the teacher did an apperception before explaining the material. The teacher made an apperception with differently related to the topic to be learned in the class. The teacher opened the class well.

2) Main Activity

The main activity includes what the teacher provides to accomplish the learning goals at the center of the teaching-learning activity. In teaching speaking by cooperative learning, there are many strategies. Based on the observation, the teacher used Group Small Discussion and Think-Pair-Share. The teacher was divided into seven groups (one group consisting of four students) as stated in the lesson plan, which could be shown in appendix 1 (Appendix 1). The teacher explained to the students about the definition and language features and provided an example of procedure text consisting of several sentences that students must be repeated. Then, the teacher gave students an exercise, and students completed their exercises through Group small Discussions. The instruction of the task is to fill the table based on the text about language features of the Procedure Text.

Field notes 1, March 7, 2023

The teacher showed the materials on PowerPoint. She showed the slide to warm up before the main material was explained.

Figure 2. An illustration with Q&A from an English teacher.

After the teacher showed a picture and asked a question, one of the groups answered, "Fail, ma'am" "Of course will fail". Another group added," Fail, ma'am because we have to know the steps to make something". Another group answered with, "*Of course fail, ma'am*" "*Fail Mrs, will have bad results, did not meet expectations*". The teacher gave good responses because some of the group could answer the question. After the question and answers section, the teacher explained the definition of Procedure Text.

The teacher gave an example of procedure text, which could be shown in appendix 3 (Appendix 3). The teacher has chosen several noun phrases and asked students to pronoun it. The teacher-guided students in pronouncing a noun phrase and students repeated what the teacher said. After the noun phrase repetition activity was carried out. The teacher explained about language features of the Procedure Text. Language features of procedure text when using simple present tense, conjunctions, action verbs, and adverbs of place, time, and manner. After ensuring that there were no more inquiries from the students, the teacher gave students an exercise. The teacher asked students to discuss the tasks that have been given. The teacher asked students to discuss an exercise that have been given by group small discussions.

The instruction of the exercise is to fill the table based on the text about language features of the Procedure Text could be shown in the figure of appendix 4 (Appendix 4). The teacher asked students to find some conjunction, action verb, ingredients, and adverb of time, place, and manner in the text above. The teacher asked students to discuss it together. Every group must share their opinion to complete an exercise. When students are discussing, the teacher surrounds the group to control whether the discussion is going well. Then, the teacher gave directions to students who are confused about

doing their task which can be found in the figure in appendix 5 (Appendix 5). After, finishing the completion exercise, group representatives presented the results of their discussions in front of the, the figure which can be found in appendix 5 (Appendix 5).

Field notes 2, March 18, 2023

> The teacher showed a picture and asked students to identify the information on the label the figure could be shown in appendix 3 (Appendix 3). The Think-Pair-Share activity was used by the teacher as a strategy in this meeting.

After finishing the observing activity, several questions were asked by the teacher:

> "If you compare the label of medicine and the label of drinks/ foods. Is there any difference? What it is?" "What is the purpose of this label?" "What should we do if we buy food or drinks?"

Each group answered questions. Each group member must participate in answering questions. Before answering the question, the teacher gave a few minutes for students to think about the answer. Then, students pair with a group and discuss their responses. Students are then invited by the teacher to share their responses with the whole group.

There are several groups expressed their opinion. Group 3 answered question number 1, "Label of medicine gives information to ensure safety if the label of drink/ food gives information about the nutrition". Then, group 5 answered number 1, "The purpose of the label is to provide complete information". For the last number, students answered together with, "If we buy drinks/ foods, we should read the label". Then, the teacher gave students some clarification".

After finishing the question and answers activities, the teacher gave students an exercise which can be shown in appendix

4 (Appendix 4). The teacher asked students to discuss with their group and every student must share their opinion when doing group discussion. The teacher gave students time for discussing. The time was over. One of the members of the group presented the result of the exercise in front of the class, the figure can be found in appendix 5 (Appendix 5). Some of students paid attention to other students who presented the result in front of the class. After that, matched the result with the teacher.

Field notes 3, March 28, 2023

Students discussing their exercise. The teacher gave students an exercise to arrange the picture based on the Narrative text given orally by giving the number of each picture, which can be found in appendix 4 (Appendix 4).

After finishing the reading text and arranging pictures, the teacher asked students to show the correct answer. Then, students answered but there are different answers because different groups have different opinions. However, the teacher gave students an appreciation, then the teacher gave the correct answer. After ending the discussion activity, the teacher gave students an illustration, the teacher asked to students, "When you are a child and you want to sleep, what did the mother do for you?"

Students answered together in unison that their mother always tell a storyfairytale before they sleep.

After that, the teacher gave students several vocabularies with the sentence.

Find	I find a pen in my bag
Pick	Pick up the rubbish, please!
Think	What do you think?
See	Can I see your book?
Hold	I am holding. I hold the paper

Students are asked by the teacher to guess the meaning. Most of students are active in answering teachers' questions. Since Think-Pair-Share did well for students because they were already active in the teaching-learning process.

Field notes 4, April 2, 2023

> When Group Small Discussion begins, the teacher approaches each group to direct and guide students' discussion.

Before beginning the discussion, the teacher gave students several pictures of advertisements. Then, all the groups must observe the picture and answer the question, "What kind of advertisement is it?'. All the group answered correctly although some of students still use Bahasa. But, students are active and enthusiastic in this activity. Several pictures can be found in appendix 4 (Appendix 4).

After finished observing several pictures of advertisements, the teacher gave students another picture. Then, students must identify the detailed information. Every group gave different opinions. Group 3 answered, "In the picture, there are many pieces of information". Group 5 gave their opinions, "There is the name of the product, there is a description, there is time and place". Group 7 added, "There are contact numbers and email addresses". Each group tell more about their answers".

After giving opinions, students did an assignment that have been given by the teacher. The teacher gave two different pictures of advertisements and students must compare those two pictures. The instruction of this assignment is to fill the table to identify the information from the picture, are they any differences? The picture and assignment can be found in appendix 4 (Appendix 4). In the discussion activity, the teacher surrounds all groups to monitor the discussion process.

From the explanation of several meetings above, it is shown that the teacher has already followed the steps of teaching speaking

with cooperative learning. Through cooperative learning, the teacher believed that students would follow the lesson with enthusiasm. Cooperative learning could help teachers to overcome their problems in implementing cooperative learning strategies and could help students to benefit from each other when they work within small groups. Hence, this is suitable to implement in teaching speaking to develop students' self-confidence and self-respect depending on the result of observation at SMP Negeri 1 Cisayong, Tasikmalaya Regency.

3) Post-Activity

Related to the lesson plan, the teacher gave feedback and summarized the materials before ending the class. After that, the teacher gave an assignment for the next meeting. The teacher explained that an assignment can be presented by using different media, such as voice notes, Tiktok, or video. In the next assignment, the teacher would give scores based on an assessment rubric that has been made in the lesson plan. After that, the teacher ended the class by saying, "Thank you very much for the appreciation and see you next meeting, *wassalammualaikum warahmatullahi wabarakatuhu*".

Based on observations of the elements of cooperative learning, it can be shown in the table below:

Table 1. Elements of Cooperative Learning by Johnson, et al (1998).

No.	Elements of Cooperative Learning	Presence	
1.	Positive Interdependence	✓	
2.	Personal Responsibility	✓	
3.	Promote Interaction	✓	
4.	Appropriate Use of Social Skills	✓	
5.	Group Discussion	✓	

Based on the observation, elements of cooperative learning by students in speaking, are as follows:

1) Positive Interdependence

Based on observations, students have a positive correlation. Most of students gave their opinion when discussing. Have a positive correlation with each other.

2) Personal Responsibility

Students work on each task that has been assigned to each group. Have responsibility for each other in discussing and presenting the result.

3) Promote Interaction

Each member of the group provides support and helps each other when it is difficult to complete the task. They have good interaction when in groups.

4) Appropriate Use of Social Skills

Each group works together in completing their exercise. In this element, teamwork is one of the keys to being successful in group work. The social skills possessed by students are high. Students share their opinion without any shame between each other.

5) Group Processing

Students are active in giving ideas, they remind each other. In this element, the teacher guided students in a group discussion on what they did well in doing exercises.

The aspects of teaching speaking using Cooperative Learning that did by the teacher could be shown in the table below:

Table 2. The Aspect of Cooperative Learning

No.	Aspects of Cooperative Learning Did by The Teacher	Presence	
		Yes	No
1.	The teacher creates a group for discussion.	✓	
2.	The teacher guides students to discuss	✓	

		Yes	No
3.	The teacher directs students in the group and assignments.	✓	
4.	The teacher asks students to share their opinion when discussing.	✓	
5.	The teacher asks students to present the result of the discussion in front of the class	✓	

The teacher created groups in every meeting. Group was divided into eight groups. Each group has the responsibility to do an assignment. In the group discussion section, the teacher guided students and gave directions if students don't understand. Every member of the group must interact and share their opinions. Then, the teacher asked students to present the result of the discussion in front of the class. The goal of this activity is to make students activate and participate in the teaching-learning process. That must be achieved by the teacher.

Based on the result of observations, the teacher used Think-Pair Share and Small Group as strategies for Cooperative learning, it can be shown in the table below:

Table 3. Procedures of TPS in Teaching Speaking by Yerigan (2008) in Azlina & Ahmand (2020)

No.	**Procedures of TPS in Teaching Speaking**	**Presence**	
		Yes	**No**
1.	Think-Individually	✓	
2.	Pair with Group	✓	
3.	Share with the whole class	✓	

Based on the observation, procedures carried out using the Think-Pair-Share (TPS) technique of Cooperative Learning in Teaching Speaking, are as follows:

1) Think-Individually

The teacher begins by asking a specific question about the material. Students think about what they know. Based on the result of the observations above, the teacher always gave students time to discuss the answer.

2) Pair with a partner

Each student should be paired with their group. In this part, each group discusses their answers to the questions. From the result of the discussion, each group thought of their final answer.

3) Share with the whole class

Students share their thinking with their partners. If the teacher asked students to share their opinion. If in the form of an assignments the teacher asked representative students to share their ideas with the whole class.

Based on finding results, it can be concluded that Think-Pair-Share has many benefits. Not only for students but also has benefits for the teacher. Based on observations, by using Think-Pair-Share, the teacher can create a situation and make students active in the learning process.

Table 4 The Ways of Structuring Interactions in Small Group by G. L. Huber & A. A Huber in (R. M. Gillies, 2008)

No.	The Ways of Structuring Interactions in Small Group	Presence	
		Yes	No
1.	Provide detailed activities	✓	
2.	Train students to think before teams start	✓	
3.	Encourage students to reflect and evaluate		✓
4.	Help group members modify their perceptions	✓	

Based on the observations sheet, the teacher would instruct students in small group. Apparently, the teacher made an effort to help students' interaction in teaching learning activities and made students more

understand the materials. The teacher followed several ways of structuring interactions in small group.

1) Provide detailed activities

Before beginning the main activites, the teacher always provided to students with guidelines for learning activities. The teacher gave students some instruction to doing something, such as exercises or answers and questions. Sometimes, when group work the teacher choose one of member in the group to be a leader. The leader has responsibility in remembering his/ her friends and handle group discussion.

2) Train students to think before teams start

Based on the observations, the researcher found that the teacher trains students to think before group discussion start by giving several apperceptions. This is done to warm up students at the beginning of learning.

3) Encourage students to reflect and evaluate

Reflecting on learning processes and the social environment is essential for improving student achievement. It is essential in groups that have been working together for a long time to use some form of evaluation to identify problems early and to assist self-regulation of group activities. Thus, the goal was reflection and evaluation of learning activities are crucial elements of group interaction structuring.

4) Help group members modify their perceptions

Based on the observations, each student gave their opinions when in groups. Students participate more frequently in group activities and thus have more opportunities to learn. The teacher helps each group in modifying their perceptions.

2. The Advantages and Disadvantages of Cooperative Learning in Teaching Speaking for ninth-grade students at SMP Negeri 1 Cisayong, Tasikmalaya Regency.

a. Advantages

Based on observations and interviews, the researcher found several advantages of teaching speaking using cooperative learning for ninth-grade students at SMP Negeri 1 Cisayong, Tasikmalaya Regency.

1) Improve student achievement

Based on observations and some supporting statements from students' and teachers' interviews, the researcher found several opinions about the first advantage of cooperative learning. Improving student achievement is the first advantage of cooperative learning at SMP Negeri 1 Cisayong, Tasikmalaya Regency. According to a student named Riki, it is true, with cooperative learning can increase student achievement because they can discuss freely. This statement was also supported by a student named Wahyuni, she argued that she agrees cooperative learning can improve students' achievement, for example, by following the competition and being more active in the class and understating the materials. Of course, we can be outstanding students. It was also supported by a student named Cinta, she said:

> "By using this learning strategy students will learn more from friends. The more often students interact, of course, can improve their intellectual".

According to a student named Wahyunia, as follows:

> "In my opinion, improving student achievement in cooperative learning is good. It can be easier in pronouncing sentences of conversation because of group discussion. For example, I won an English competition because I have been trained to speak when working in groups".

This statement was supported by a student named Dede, as follows:

> "With this strategy in groups, students are more confident in giving opinions in front of their friends. This is one of the

factors in improving performance. For example, participating in storytelling or speech contests".

2) Deepen student understanding

Based on observations and some supporting statements from students' and teachers' interviews, the researcher found several opinions about the second advantage of cooperative learning. Deepening student understanding is the second advantage of cooperative learning at SMP Negeri 1 Cisayong, Tasikmalaya Regency. According to a student named Wahyuni, several groups can understand well and some of the groups can understand materials very well. The different statement stated by Wahyuni, she said with a group it can deepen students' understanding. Like if we don't understand the material being taught, we can ask our group of friends to explain in more detail. This statement was also supported by Cinta that cooperative learning can deepen student understanding of the material, Students who do not know can ask their group mates who know more. Then, according to a student named Riki, with cooperative learning/ group discussion students can understand more deeply a material because by discussing we are tested to think critically. It also was supported by a student named Dede, who argued:

> "When there is a member who does not understand a material, he/ she will ask other members in his/ her group. They will cooperate in exchanging ideas and explaining to their friends. Then, friends who previously did not understand the material understand".

As explained by the teacher, as follows:

> "With cooperative learning will facilitate students' understanding of understanding material. Because students can ask each other when there is a material that is not understood. In groups, can share ideas and give an opinion. Besides that, students who are lacking in understanding can be helped by students who already understand. So, we can discuss with each other to understand concepts, understand each other and exchange ideas and give each other input".

3) Make students enjoy and be happy

Based on observations and some supporting statements from students' and teachers' interviews, the researcher found several opinions about the third advantage of cooperative learning. Making students enjoy and be happy is the third advantage of cooperative learning at SMP Negeri 1 Cisayong, Tasikmalaya Regency. According to a student named Wahyunia, she has agree that cooperative learning can make students enjoy and be happy, she said it's not too formal can joke with friends, to be properly trained. This statement was also supported by a student named Wahyuni, she said with cooperative learning we become more enthusiastic about learning, prefer presentations, and are more active during learning. Then according to a student named Cinta, she argued it's more fun because they can complete the exercise together, it makes students active in the class. It was also supported by a student named Riki, he explained:

> "In my opinion, I enjoy it when learning is formed in a group. More enthusiastic and confident because it's easier to think and easier to express what we think".

This statement was supported by a student named Dede, who argued:

> "That's right when learning in groups they can talk to each other about the material being studied, giving a joke with friends and not feel bored.

As clarified by the teacher, as follows:

> "It is true, with groups students are more enthusiastic and not bored when learning is carried out. Because interaction between students is more flexible. This is one positive thing because it makes students not sleepy in class.

4) Develop a positive attitude and self-confidence

Based on observations and some supporting statements from students' and teachers' interviews, the researcher found several opinions about the fourth advantage of cooperative learning. Developing a positive attitude and self-confidence is the fourth

advantage of cooperative learning at SMP Negeri 1 Cisayong, Tasikmalaya Regency. A student name Wahyunia, argued:

> "Most of the students were active in the activity and increase self-confidence and some of the students did not have confidence and did not easy to express their opinion".

It was also supported by a student named Wahyuni, as follows:

> "Developing a positive attitude and self-confidence is one of the advantages of cooperative learning. Due to the support from group friends, we are more confident in any case. For example, presentations, participating in competitions".

Another student named Cinta also supported this statement, she taught:

> "Yes, I agree with that statement, now I am more confident because I often work in groups. Even if we give an incorrect opinion, our group mates will justify the answer".

It was also explained by a student named Riki, he argued:

> "In my opinion, an attitude of self-confidence will emerge when someone participates in an active discussion in communicating".

Another student named Dede clarified:

> "In my opinion, studying in groups can train us to speak well, express opinions well to friends. Each individual is given their respective tasks, it can train our responsibilities. Some students are embarrassed to give opinions directly to the teacher. So, when learning in groups, students easily give their opinions because they feel they are already familiar with their friends".

The teacher agrees with all opinions above that cooperative learning can develop students' confidence in giving opinions. Although students studying mixed languages Bahasa and English.

5) Develop students speaking skills

Based on observations and some supporting statements from students' and teachers' interviews, the researcher found several opinions about the fifth advantage of cooperative learning. The development of speaking skills is the fourth advantage of

cooperative learning at SMP Negeri 1 Cisayong, Tasikmalaya Regency. According to a student named Wahyunia, it can correct for each member of the group to be properly trained". This statement was also supported by a student named Cinta, I am now braver to express my opinion because I often do it in groups". According to a student named Wahyuni, she argued:

> "That's right, assignments if done in groups are more fun and exciting, and not shy when giving opinions. This is one way to develop speaking skills".

This statement was also supported by a student named Riki, as follows:

> "In my opinion, every group must have discussion or communication without any communication within the group, then the group is said to be unsuccessful".

Then Dede supported this statement, she argued:

> "Yes, I agree. If the group members are active in giving opinions. I feel challenged to give an opinion. So, this can develop my speaking skills in giving an idea".

As clarified by the teacher, as follows:

> "It can develop students' abilities in speaking, for example, students who are initially quiet are encouraged to speak up. Step by step reduces anxiety when expressing an opinion. Students' ability in speaking gradually increases. Students' ability in speaking gradually increases. This is one good improvement in speaking".

b. Disadvantages

Based on observations and interviews, the researcher found several advantages of teaching speaking using cooperative learning for ninth-grade students at SMP Negeri 1 Cisayong, Tasikmalaya Regency.

1) Takes a long time for students, making it difficult to achieve curriculum targets.

Based on observations and some supporting statements from students' and teachers' interviews, the researcher found several opinions about the first disadvantage of cooperative learning. Takes

a long time for students, making it difficult to achieve curriculum targets is the first disadvantage of cooperative learning at SMP Negeri 1 Cisayong, Tasikmalaya Regency.

A result of observations, the researcher found that students spend a long time when in groups. Thus, only a position presented the result of the discussion in front of the class. It was also supported by some statements of interviews from students. According to a student named Wahyuni, she taught when the teacher asked students to collect and present their exercises in front of the class, some groups still doing exercises. It happened because it was not done simultaneously and lack of communication with other members. This statement was also supported by a student named Wahyunia, she argued:

> "There are some groups that complete their assignment in a long time, the teacher must understand it. If the teacher doesn't want us to spend a lot of time in group discussions, the teacher must help when discussing. It aims to fulfill the learning objectives that have been made on the lesson plan".

This statement was also supported by a student named Cinta, as follows:
> "Group work takes a lot of time. When the teacher has asked us to collect but we are still working on the assignment. Therefore, the answer is not too perfect. Supposedly, the group presented the results of their work in front of the class. However, due to the time limit, only a few groups presented their discussion results".

According to a student named Dede, she clarified that cooperative learning takes a long time for students, making it difficult to achieve curriculum targets. This happened because it was not done simultaneously and lack of communication with other members.

As a clarified by the teacher that teachers need special skills in guiding a group. therefore, not all teachers can use cooperative learning strategies. Teachers must manage the time well so that the target curriculum is achieved.

2) Requires certain characteristics from students, for example, the nature of liking to work together.

Based on observations and some supporting statements from students' and teachers' interviews, the researcher found several opinions about the second disadvantage of cooperative learning. Requires certain characteristics from students, for example, the nature of liking to work together is the second disadvantage of cooperative learning at SMP Negeri 1 Cisayong, Tasikmalaya Regency.

As a result of observations, the researcher found that most students like to work together. The researcher observed all the groups, they were mutually active in expressing opinions and ideas. It was also supported by some statements and interviews with students. According to a student named Wahyunia, students must be guided by the teacher to generate interest in working together. Most of student prefer group work than individuals when doing some exercices. This statement was supported by another student named Wahyuni, she argued:

> "Students who do not have the nature of working together, we as friends must adapt to it. People are more concerned with themselves and less trusting of others. Most students like to work together when the group consists of close friends".

Another student named Dede supported Wahyuni's opinion, she argued:

> "Yes, that's one of the advantages of cooperative learning, sometimes not everyone has the nature to like to work together. We have to understand more and adapt more to that person. Well, we convey our goals when working with those who dislike working together, so that person will more easily accept if the group is good".

Another student named Cinta clarified, she explained:

> "That's right, it's one of the weaknesses of cooperative learning. In each group some are happy to work together and some are not. Because cultivating a cultivating operation is

difficult. People who do not like to work together usually always have different opinions from other friends. Therefore, it is difficult to be invited to discuss.

3) Quiet people may not feel comfortable.

Based on observations and some supporting statements from students' and teachers' interviews, the researcher found several opinions about the third disadvantage of cooperative learning. Quiet people may not feel comfortable is the third disadvantage of cooperative learning at SMP Negeri 1 Cisayong, Tasikmalaya Regency.

As a result of observations, the researcher observed most groups were already active in group discussions. Students interact and communicate with each other. It was also supported by some statements of interviews from students. A student named Wahyunia explained:

> "It is neutral, there are quiet students who are disturbed when learning is carried out in groups. There are also quiet students but when group learning is carried out, they can give their opinions and help each other".

In a different statement from another student named Wahyuni, she argued:

> "In my opinion, maybe they don't adapt well with their other friends, only hangs out with friends they feel lost too. Lack of socialization with friends. However, quiet people also sometimes give their opinion or ideas".

Another student named Cinta clarified, she argued:

> "It's true, quiet people may not feel comfortable. Quiet people prefer to do things on their own and don't like the help of others. However, in class, I prefer group learning because working individually is not fun because there are no discussion partners.

4) Students must depend on one another.

Based on observations and some supporting statements from students' and teachers' interviews, the researcher found several opinions about the fourth disadvantage of cooperative learning.

Students must depend on one another is the fourth disadvantage of cooperative learning at SMP Negeri 1 Cisayong, Tasikmalaya Regency.

As a result of observations, the researcher found some students depend on their friends. It was also supported by some statements of interviews from students. A student named Wahyunia, argued:

> "Initially, most students depended on and handed over their work to students who were more intelligent, but when forced and given directions, they were willing to do their work".

Another student named Wahyuni gave her opinion, she explained:

> "Sometimes there are people who hand over their group assignments to their friends. However, when given a bluff to remain responsible in their duties".

B. Discussion

Based on observations and interviews, the researcher found that the teacher at SMP Negeri 1 Cisayong, Tasikmalaya Regency implemented cooperative learning in teaching speaking.

In this section, the writer discussed the findings that had been found from observations field notes, interviews, and documentations such as lesson plan, paper tasks, and an assessment rucrics. That all have been done with the teacher and students. All of the instruments were utilized to describe the implementation of Cooperative Learning as a strategy focused on teaching speaking to ninth-grade students at SMP Negeri 1 Cisayong in Tasikmalaya Regency, as well as the advantages and disadvantages of cooperative learning.

Before carrying out the learning process the teacher used an apperception. The apperception used by the teacher is in line with the theory in the literature review according to Puteri *et al.* (2018). Apperception is an observation of a person on something that serves as the basis for obtaining new ideas and is one of the teacher's efforts to connect material elements with related aspects. The teacher used several an apperception, namely question and answer,

brainstorming with giving some vocabularies and showing pictures as illustrations. The teacher has implemented learning steps according to the lesson plan and it's a line with Firnando *et al*. (2021).

1. **The Implementation of Cooperative Learning Strategies in Teaching Speaking**

    Based on the result before carrying out the learning process the teacher prepared several instruments such as syllabus and lesson plan including learning material, learning media, learning methods and assessment, ect. Teaching preparation aimed to estimate the actions to be taken in learning activities, these results were in line with Firnando *et al*. (2021). During the first to fourth meeting observations, the teacher always did apperceptios with the aim of knowing students' initial abilities before delivering the material. These results were related to the theory of apperception purposes in the literature review according to Puteri *et al*. (2018). The teacher made an apperception with differently related to the topic to be learned in the class.

    Based on the observations of researchers, students were not confident to come in front of the class because of lack of motivation and less interested in teaching learning process. This happened because in the classroom, the teacher used monotonous strategy. Most students who were basically active and easily get along with other students and there were quiet students. So, that quiet students were not confident and felt inferior. Individual learning results in quiet students having difficulty interacting. Therefore, students should students must be grouped in the learning process. With cooperative learning, students more active.

    This way related to the research by Umaroh (2022), cooperative learning make more students active in teaching learning process. Cooperative learning can hel students develop the ability to express and compare their Ideas with those of their peers, empower each student to be more responsible in their learning in order to develop students' abilities,

receive feedback, and interaction during cooperative learning may boost motivation while providing stimulation to think.

In the previous part, it was mentioned that there were elements of cooperative learning and types of cooperative learning. With the elements and types, it can be concluded that teaching and learning English was implemented with cooperative learning, especially in teaching speaking. The researcher discussed the findings from the observation field notes, observation sheet, lesson plan as documentation, and interviews with the teacher and students. Hence, during the observation, the researcher has bee mentioned and described the elements and types of cooperative learning.

a. **Elements of Cooperative Learning**

According to Johnson et al., (1998), the first element of cooperative learning is positive interdependence. Positive interdependence students must be able to have a positive correlation between one student and another student. Based on the researcher's observation during the discussion each group were bound and dependent on another group. When some of friends who did not understand, other friend help and direct them. In completing the exercise given by the teacher, some students had different opinions. After that, students choose the most appropriate answer and agree on it together. In this case, it can be concluded that one student and other students depend on each other. They realized that a team group had to complete their tasks together.

The second element of cooperative learning is personal responsibility (Johnson et al., 1998). In cooperative learning, students are respected to have a personal responsibility to explore and improve students' competence to achieve group goals. Based on observations, the researcher found that all group members are responsible for doing their part of the exercises. Students can adapt and divide their respective tasks into groups. Based on an interview with an English teacher, the teacher said, "In a group, one person is chosen to be the leader in their

group who has more ability. Helping and aiming to their friends who did not understand the material or an exercise".

The third element of cooperative learning is promoting interaction (Johnson et al., 1998). Promoting one another's success, such as providing each other with efficient and effective assistance, supporting one another, working together to achieve a reward also working to avoid loss. Based on observations, the researcher observed the students were active in their group. They share opinions and exchange ideas about assignments have given by the teacher.

The fourth element of cooperative learning is the appropriate use of social skills. According to Johnson et al., (1998), students must be able to share roles among themselves during group discussions, for example, one student needs to maintain, respond, initiate, negotiate, justify, and interrupt the conversation. Based on observations, the researcher found the teacher reprimands and requires students to engage with their group, if the class was not conducive. In addition, the teacher provided students with instructions if their opinion differed. Students learn to manage problems and make decisions when finishing the work.

The last element of cooperative learning is group processing. According to Johnson et al., (1998), students must examine how well they maintain the relationship in working together. Each member must identify their weaknesses and strengths. Based on observations, the researcher observed, the teacher guided students in group discussion that they did well in doing exercises. The teacher gave directions if students did not understand. Every member of the group p able to interact and share their opinions.

b. Types of Cooperative Learning

Based on the observations, the researcher found, there were two types of cooperative learning strategies used by the teacher. There are Think-Pair-Share and Small Groups.

1) Think-Pair-Share

   According to Yerigan (2008), as cited in Azlina (2010), there were three stages in implementing the Think-Pair-Share strategy, as follows:

   a) The teacher poses a question to the class and the students think about their response. Then students pair with a partner to talk over their ideas. Based on observations, the researcher conducted that the teacher begins by asking a specific question about the material. Students think about what they know. Then, the teacher gave students time to think and discuss the answer.

   b) The learner needs to form pairs. The teacher needs to cue students to share their responses with their partners. In this stage, each pair of students discusses their ideas about the task. From the result of the discussion, each pair concludes and produces their final answer. Based on observations, the researcher found each student should be paired with their group. In this part, each group discusses their answers to the questions. From the result of the discussion, each group thought of their final answer

   c) The teacher asks pairs to share the result of the discussion or student responses, within the learning team, with the rest of the class, or with the entire class during a follow-up discussion. At this stage, a large discussion happens in which each pair facilitates class discussion to find similarities or differences between the response or opinions of various pairs. Based on observations, the researcher conducted that students share their thinking with their partners. The teacher asked students to share their opinion. In the form of assignments, the teacher asked representative students to share their ideas with the whole class.

2) Small Group

   According to Huber & Huber in R. M. Gillies (2008) there are four ways of structuring interactions in small groups. First,

provide detailed learning activities. Based on observations, the teacher always provided to students with guidelines for learning activities. At the beginning of learning, the teacher has mentioned and explained the activities that will be carried out during learning process. The learning objectives that must be achieved in accordance with the lesson plan that has been designed by the teacher. The teacher gave students some instruction to doing something, such as exercises or answer the questions.

Second, train students to think before teams start. As the result from observation, the teacher trains students to think before group discussion start by giving several questions and illustrations and the apperceptions. The goals of apperceptions were to train students' concentration before carrying out group activities. Then, students more enthusiastic in teaching learning process.

Third, encourage students to reflect on, and evaluate, learning activities during and after learning. Fourth, help group members modify their perceptions of competence, both of themselves and others, to ensure that all participate equally in the learning. As a result, the teacher guided students in modifying their perceptions. All the ways of structuring interactions in small groups related with the theory by Huber & Huber in R. M. Gillies (2008). Theoretically, under these feedback conditions, students should be highly motivated to care about each other learning achievement by asking freely for assistance, giving detailed explanations, testing for understanding, and monitoring each member's learning process.

3. **The Advantages and Disadvantages of Cooperative Learning in Teaching Speaking for ninth-grade students as SMP Negeri 1 Cisayong, Tasikmalaya Regency.**

    a. The Advantages of Cooperative Learning

    According to the results of observations and interviews with some of students and an English teacher, the advantages were found in the

implementation of Cooperative Learning line with the theory by Hill & Hill. (1993) in Dwi Rahdiyanta (2017). They were improved student achievement, deepen students' understanding, make students enjoy and be happy, develop self-confidence, and develop students speaking skills.

1) Improve student achievement

Cooperative learning can improve student achievement. Students claimed that they can improve their intellectual achievement, such as by following English competition. Students claimed that this strategy can make easier in pronouncing sentences of conversation. With this strategy in groups, students are more confident in giving opinions in front of their friends. Hence, it is one of the factors in improving performance. These results are the advantages according to Hill & Hill. (1993) in Dwi Rahdiyanta (2017). Cooperative leraning can improve leaning ability also in line with the results of research conducted by Johnson, Johnson, and Stanne (2000).

Based on previous study conducted by Ariyanti & Ayu (2020) the use of cooperative learning was able to improve students' speaking ability. Cooperative learning gave students additional opportunities to speaking English more. Students were free to interact and give their opinion

2) Deepen student's understanding

The implementation of cooperative learning as a strategy for teaching speaking can deepen students' understanding of when teaching-learning process. Students claimed that it can facilitate students understanding in understanding the material. Because students can ask each other when there is a material that is not understood. Hence, in groups can share ideas and give an opinion. The advantages align with Hill & Hill. (1993) in in Dwi Rahdiyanta (2017).

3) Make students enjoy and be happy

        The classroom become enjoyable and happy because students were discussing assignments by group, students can talk to each other about the material being studied, giving a joke with their friends. According to the teacher, by grouping in cooperative learning, students are more enthusiastic and do not feel bored when learning is carried out. Because interaction between students is more flexible. Therefore, this is one positive thing because it makes students not sleepy in class. This advantage es also in line with the research by Hill & Hill. (1993) in in Dwi Rahdiyanta (2017) that cooperative learning makes students happy and enjoy the speaking process. When students feel comfortable and happy in the learning process, it would easy to boost their motivation. Boosting motivation is one of the advantages according to Johnson, Johnson, and Stanne (2000).

        Based on previous study conducted by Umaroh (2022) introducing cooperative learning in classroom activities, students more responsibility in their tasks and more active in interacting with another student. Hence, its one benefits in increasing their motivation.

4) Develop self-confidence

Applying a cooperative learning strategy, the English teacher said that can develop student self-confidence. Because they can share their ideas with friends without embarrassment. Each student is free to interact in the classroom. According to students, studying in groups can train students to speak well in expressing Ideas and opinions. Some students are embarrassed to give opinions directly to the teacher. So, when learning in groups, students easily give their opinions because they feel they are already familiar with their friends. Based on Hill & Hill. (1993) in in Dwi Rahdiyanta (2017), the result of findings of developing a positive attitude and self-

confidence based on participation in cooperative learning increases students' motivation and enthusiasm in the aching-learning process.

5) Develop students speaking skills

The advantages of cooperative learning develop students speaking skills with each other. Based on observation, students discuss the material and exercises in their groups. According to an English teacher, cooperative learning can develop students' abilities in speaking, for example, students who are initially quiet are encouraged to speak up. Students' ability in speaking gradually increases. This is one good improvement in speaking. These results are the advantages according to Hill & Hill (1993) in Dwi Rahdiyanta (2017). Development skills is one of advantages in line with the theory by Johnson, Johnson, and Stanne (2000) and the result of the research conducted by Carla Marsha (2019) and Ehsan Namaziandost (2019).

Based on the observations of researchers, cooperative learning can improve students achievement, deepen students understanding, increase self-confidence, make students enjoy and happy, develop students leadership and positive attitude, develop self respect, boost motivatio, improve interaction between student and another students, and development skills. Many advantages that the researcher found during teaching learning process.

This was relevant to the theory by Hill & Hill (1993) in Dwi Rahdiyanta (2017). But, in those journal the writer only found five advantages of cooperative learning. First, improve student achievement. Second, deepen students understanding. Third, make students enjoy and happy. Fouth, develop self confidence. The last, develop students speaking skills. Another different theory conducted by Johnson, Johnson, and Stanne (2000) were three advantages. First, improve learning ability. Second,

development skilss. The last, boosting motivation. Although different theory but the two of them were related to the results of observations.

b. Disadvantages

1) Takes a long time for students, making it difficult to achieve curriculum targets.

Based on observations that cooperative learning/ group work takes a long time for students have occurred at SMP Negeri 1 Cisayong, Tasikmalaya Regency. The researcher observed that several groups did the exercises promptly. Some other groups take a long time when doing exercises. According to an English teacher, teachers need special abilities in guiding groups to suit the time and curriculum targets. This is similar to the theory by Hill & Hill. (1993) in Dwi Rahdiyanta (2017) that cooperative learning/ group work takes a long time in students' discussion. This advantages also aligned with Johnson, Johnson, and Stanne (2000) that one of the diffilculties and challenges happen is classes and preparation time. Lack of preparation time its made students difficult to achieve curriculum targets or learning objective thas has been designed by the teacher.

2) Quiet people may not feel comfortable.

As the research observed, students who are quiet when group learning makes them uncomfortable. They prefer to do the exercises individually because of a lack of socialization with their friends. According to an English teacher with cooperative learning/ group work, the teacher expects to give input or be motivated to each other but instead, students were still silent. This was related to the theory by Hill & Hill. (1993) in Dwi Rahdiyanta (2017).

3) Students must depend on one another.

By applying cooperative learning, an English teacher said that lazy students will hand over the task entirely to people who already understand the material. Based on observation, some of students are not responsible for their tasks. Then, gave their task to one another.

This disadvantage aligns with Hill & Hill. (1993) in Dwi Rahdiyanta (2017) on literature review. From the explanation above, it can be concluded that the teacher must have more ability in guiding students during the teaching-learning process and must pay attention to control group members.

4) Requires special abilities of teachers

Based on interview with an English teacher that not all teachers can use cooperative learning because need special skills in guiding students in groups. When the class became noisy, the teacher must be able to control the class. But, sometimes the teacher cannot control all students of groups because of the large class. This disadvantages aligned with Hill & Hill. (1993) in Dwi Rahdiyanta (2017). This disadvantages also aligned with the theory conducted by Johnson, Johnson, and Stanne (2000) that the teacher faced difficulties in properly implementing cooperative principles. Therefore, every teacher requieres special abilities in imlementing cooperative learning.

First and second disadvantages were irrelevent between the result of observations of the research with statement above. According to Hill & Hill. (1993) in Dwi Rahdiyanta (2017) stated that cooperative learning takes a long time for students, making it difficult to achieve curriculum target. But, based on observations and interviews cooperative learning accelerates the learning process because in groups. Second statement by Hill & Hill. (1993) in Dwi Rahdiyanta (2017, quiet people may not feel comportable. Based on observation, the researcher found that students who were quite people still interest and comportable when discussion group.

Thirs and fourth disadvantages were relevant between between the result of observations of the research with statement above. According to Hill & Hill. (1993) in Dwi Rahdiyanta (2017) stated students must depend on one anothet that similar with the result of observations and interview.

The teacher said students who are lazy would rely on their friends to do their work. The teacher still found students like that. The last disadvatages, requires special abilities of teachers that related to the results of observation. Its also aligned with the theory conducted by Johnson, Johnson, and Stanne (2000).

CHAPTER V
CLOSING

A. Conclusion

In this research, the writer can conclude that the implementation of cooperative learning as a strategy for teaching speaking aligned to the theories. Based on the research conducted in the ninth grade of SMP Negeri 1 Cisayong, Tasikmalaya Regency in the academic year 2022/2023. Based on research findings, it was found an English teacher used and implemented cooperative learning, the English teacher used Think-Pair-Share and Small Groups as techniques of cooperative learning. The steps used by the teacher are similar to the steps of Think-Pair-Share suggested by Yerigan as cited in Azlina. Observations showed that the teacher created and posed a question, provided students some time to think about an answer, and then required students to express their opinions. The components of Think-Pair-Share motivate students to assess their understanding of the perspectives of other people. Small group used by th teacher in line with the theory according to Parker. Small groups in cooperative learning help each other think critically, master course concepts, increase motivation and self-confidence, and so on. The teacher created eight groups in every meeting. Each group has the responsibility to do an assignment. In the group discussion section, the teacher guided students and gave directions if students don't understand. The procedures of structuring interactions were related to the theory according to Huber & Huber in R. M. Gilles.

Based on observations and interviews at SMP Negeri 1 Cisayong, Tasikmalya Regency in the ninth grades in implementing cooperative learning in teaching speaking, with the teacher and students, the writer found advantages and disadvantages. According to Hill & Hill in Ali, there are several advantages, such as improving student achievement, deepening students understanding, making students enjoy and be happy, and developing self-confidence. It was similar to observations that had been carried out. In addition, there are obstacles in cooperative learning,

including during the classes, taking a long time for students and making it difficult to achieve curriculum targets, requiring special abilities of teachers so not all can use cooperative learning strategy.

B. Suggestion

Based on the research findings and discussion, the author would like to contribute some suggestions for English teachers, students, and other researchers.

1. For teachers

    Hopefully, this study will inspire teachers to find an effective way to teach speaking to their students. Furthermore, it is hoped that the teacher will be able to implement the other interesting strategies in the classroom.

2. For students

    It is expected that these results would assist students to enhance their speaking skills by offering more resources. It is also expected to encourage students to participate in and respond to their classmates more successfully during the learning process. Students should also practice speaking to improve their comprehension of speaking in class.

3. For another researcher

    It is expected that future researchers are going to be encouraged to carry out more in-depth studies, resulting in a more suitable outcome.

C. Limitation of research

The limitations of this study were time constraints because the time was cut off for ninth-grade activities such as school exams and practice. So, in this study, only four observations were made.

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